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Marie Sadkowski  
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**PLACE-IDENTITY AND HOMELESSNESS:  
THE RESTORATIVE NATURE OF THE HOME**

**by**

**Marie Sadkowski    BAppSc (Curtin) BEd (Couns)(ECU)**

**A Thesis Submitted in Partial Fulfilment of the  
Requirements for the Award of**

**Master of Psychology  
at the School of Community Studies  
Edith Cowan University**

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## USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

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**DECLARATION**

**"I certify that this thesis does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any institute of higher education; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text."**

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### ABSTRACT

This research aims to address deficiencies in the Place-Identity literature and establish whether the home is a central and mediating environment within this theory. An exploration of the association between homelessness and Place-Identity provides a vehicle for clarifying the psychological role of the home and in doing so an increased awareness of this social problem is promoted.

Korpela's (1989) and Kaplan's (1983) theories on place, accentuating active self-regulatory mechanisms and restorative environments, act as a catalyst and provide a solid foundation for this current research. The extensive literature on the home highlights the different conceptions that abound and the lack of consensus regarding the impact of this environment. The environmental psychology paradigm promotes an understanding of the mutuality between people and their environments and in line with this belief it is Sixsmith's (1986) model of the home emphasizing the complementarity of the physical, social and emotional components that is the most influential, raising questions as to whether privacy and socialization are central adaptive functions and whether the physical environment can create a means for them to be fostered.

The accent of the research is placed on a comparative analysis between homeless and non-homeless youth aged between 12-20 living in Perth's inner and outer suburbs.

A random sampling procedure was used to obtain the sample (40 homeless and 40 non-homeless). An exploratory study provided some

verification for the connection between Place-identity and homelessness and directed the methodology. A structured interview format was used with the instrument for the main inquiry being devised through a collaborative process with input from the researcher, administrative personnel and homeless youth.

Findings consolidate the importance of Place-Identity theory and the role places potentially have in promoting a sense of self and in maintaining self-equilibrium. An appreciation of the perceptions held of the original and current home environments by the two groups (homeless/non-homeless) suggests that it is the home that has the potential to contribute substantially to self identity. Links are made with Korpela (1989) and Kaplan (1983) demonstrating how the current home environment can reduce the impact of prior negative experiences in the original home. This finding stimulates the development and extrapolation of tentative models of Place-Identity clarifying the role of the home in creating a sense of self and maintaining self-equilibrium whilst emphasizing the importance of promoting active self-regulation particularly pertaining to privacy and socialization. The most salient feature being the way in which these two latter qualities are stimulated by the design of homes and how they impact on self-identity. From these models an appreciation of the role of the original home as a possible causative factor for homelessness is acknowledged and importantly suggestions as to how the current home can potentially 'break' the homeless cycle proposed.

The ramifications of this research extend primarily into the areas of counselling and design with the information obtained being useful for youth workers, school counsellors, parents and all concerned with youth. There are also implications for designers and architects suggesting that more conducive environments emerge from a collaborative process which encourages a shared conception of place needs.

Future research is needed to broaden an understanding of the homeless group by incorporating greater numbers to include a more extensive coverage of the three types of accommodation (short, medium and long term) and those 'on the streets'. Developmental influences on Place-Identity are intimated and also warrant further investigation. This research stimulates questions about the influence of places throughout the various stages of life. It creates a foundation for determining how the physical environment can be restorative for other alienated groups in society such as those in prisons, hospitals and refuges. It also lends itself to an exploration of cultural influences such as Aboriginality and Place-Identity where such information might assist integration in a similar way as a knowledge of Place-Identity might for the homeless.

It is hoped that this research might prove instrumental in impacting on policy related to accommodation services for the homeless, promote an increased understanding of this issue and lead to a continuing interest in the promotion of self-identity through the physical environment.



## CHAPTER 1

### Introduction to the Study

#### Aims

This study proposes that places are important in people's lives and that they contribute to a sense of self and self-equilibrium. The question of whether the home is a central and mediating environment in this process will be examined. Conflicting views currently exist regarding the significance of this environment. Ownership of a home seemingly typifies the Western ideal and in a time when many are reported homeless, efforts should be directed towards qualifying the psychological impact of the home.

In line with this contention, the major aim of this research is to explore the environmental contribution to the issue of homelessness.

#### Rationale

The basic assumption is that relationships with places extend beyond meeting peripheral needs. The fact that people derive aesthetic and affective benefits from both person-made and natural environments is acknowledged (Ulrich, 1983). This conception of place is limited, however, as it does not address the mutuality between people and places. Places are not just mood eliciting but arguably central and critical aspects contributing to the quality of person's life.

In identifying with places, people may come to know and accept themselves more readily. In fact, Proshansky (1983) suggests that intimate relationships with places may contribute to the development of self-identity and its later enhancement. Interestingly, it seems that places may additionally help people cope with adverse situations and that

negative experiences, leading to a diminished sense of self in one place, may be counteracted by a more conducive environment (Kaplan, 1983).

### Conceptual Framework

An environmental psychology paradigm will be used and there are several distinguishing characteristics of this sub-discipline which are worth noting to consolidate the rationale. Environmental psychology:

"recognizes the reciprocal relationships between people and their environments;

adopts a holistic approach promoting the study of human behaviour and the environment as an integral unit, in the belief that if they were studied independently, a lot of valuable information would be lost;

finally, it conducts research 'in-situ', in natural contexts"

(Fisher, Bell & Baum, 1984, pp.5-7).

In adopting these premises, environmental psychologists aim to be proactive in their work, understand environmental issues and endeavour to provide practical solutions.

The value of such a pragmatic approach is encapsulated in studies related to the psychology of place where there is an emphasis on addressing the reciprocity between people and the environment. Not only have such studies contributed to an increased understanding of the relationship between people and places, but they have been instrumental in promoting change especially in terms of the resultant implications for participative planning and design (Canter, 1977).

### Specific Aims

#### Address Gaps in the Literature

Specifically the study aims to explore the importance of the home in the lives of homeless and non-homeless youth, aged between 12-20, living in Perth's inner and outer suburbs. A comparative exploration of the original home (the one they last lived in with parents or guardians) and the current home is carried out to ascertain how the home contributes to a sense of self and self-equilibrium. The significance of the study becomes apparent when one considers gaps in both Place-Identity and the homeless literature and with an increased appreciation of homelessness as a pressing social issue.

Despite extensive literature on both these topics, little is known about the place needs of youth and their psychological relationship with the physical form of the home. As a virtually unexplored domain, it warrants further attention and is congruent with the environmental paradigm. The focus on homeless youth is also critical and timely as homelessness is becoming one of the most visible and intractable social problems of the 1990s.

#### Acknowledge Youth Homelessness as a Priority Research Area

Worldwide the number of homeless people has rapidly increased and media coverage has given added exposure to those rendered destitute because of war, internal conflict, natural disasters and more recently as a dramatic consequence of economic decline. Public consciousness toward the problem has been raised by the sheer magnitude of the problem and the increased visibility of this population. The major factor contributing to

community support and concern is, however, the changing character of the homeless population revealing a greater social diversity and accentuating the sad plight of an increasing number of young people (Steff in Bingham, Green & White, 1987, p.46; Burdekin, 1989, p.1).

Affirmative action needs to be directed towards all homeless groups. This study, however, acknowledges youth as a priority with concern regarding their current living conditions and future implications. The profile of homeless youth depicted in several studies (Burdekin, 1989; Carmody, 1980) attests to the tragic lives they lead and highlights the various psychological and health problems they encounter. Many suffer from respiratory illnesses, others incur injuries as a result of violent physical attacks and O'Connor (in Burdekin, 1989, p.52) states that three-quarters report experiencing episodes of depression with one-third attempting suicide or engaging in other forms of self-destructive behaviour.

There are broader ramifications for these individuals and society as homeless youth potentially spiral into adult homeless. The fact that homeless children are in most cases deprived of an education and are later unable to be employed means that there is a tremendous loss in human resources incurred by homelessness. Society, the Burdekin Inquiry argues, 'cannot afford the social cost of what is occurring in the lives of young people' (1989, p.75). The potential long-term impact on society is likely to be substantial as homelessness in youth potentially leads to chronic unemployment and dependence on the welfare system. Health problems related to homelessness are also likely to lead to long-term costs

in the form of Sickness Benefits and Invalid Pensions, when these youth reach adulthood.

### Investigate Environmental Factors in Youth Homelessness

The severity of the homeless problem necessitates that considerable attention be given to the issue and certainly it has been a topic that has stimulated much research. Despite the copious number of reports and recognition given to homeless youth, the literature does however reflect a noticeable neglect of attention given to environmental aspects. Looking at the causative factors associated with youth homelessness this lack of interest in understanding the psychological relationship with the home first becomes obvious. Most causal factors identified include poverty, lack of affordable housing, social problems of youth and a desire for independence at a time when it is not financially viable. The question of whether Place-Identity needs were met in the home has not been explored. This is important as it is possible that if a place fails to provide restorative qualities people may disaffiliate themselves.

Ameliorative strategies have also failed to acknowledge the importance of the relocated home in restoring a sense of self. Strategies have tended to focus on the provision of additional but limited financial support and a range of accommodation facilities. Obviously these services are important but they also magnify the neglect given to psychological relationships with the environment. In accommodation services, for example, facilities are created and orchestrated by adults with the actual residents being afforded little opportunity for input when participatory

planning may in fact lead to more conducive environments (Canter, 1977).

#### Establish the Psychological Role of the Home

This study advocates that the psychological impact of the physical environment and specifically the home must be considered. There is a need to recognize the significance of the home as a possible causative factor precipitating early leaving as when the home violates the self-image of the occupants (Cooper, 1974). Many young people also have trouble relocating and an understanding of the effects of loss of contact with the original home may prove facilitative in this regard. Additionally, knowledge of the aspects of home that are important to youth may prove instrumental in providing an environment which meets the needs of these young people. In investigating these aspects, this research aims to broaden the perspective of the youth homeless problem as it now exists by identifying place needs.

#### Impact on Policy

It is hoped that findings will stimulate a review of services provided by the Youth Supported Accommodation Assistance Programme (YSAP), with an emphasis directed towards an increased cognizance of the impact of the physical environment. Workers in these establishments are eager to provide constructive environments and are aware of the limitations of not thoroughly investigating the needs of the residents. This research aims in surveying a range of accommodation services and in interviewing residents to provide valuable information to facilitate changes, improve the quality of life of homeless youth and in doing so

potentially contribute to 'breaking' the homeless cycle.

### Key Terms

Key terms used throughout this thesis have not been detailed in this chapter but will be explained in the literature review. Any attempt to give simplistic explanations for Place-Identity, the home or homelessness may confuse rather than enlighten. Schematic outlines of these concepts are provided in the appendices (See Appendix A & B).

## CHAPTER 2

### **Literature Review on Place-Identity and the Home**

This chapter aims to clarify the main concepts for the study. Environmental psychology provides an initial and also a central reference point for furthering the discussion on Place-Identity, the home and homelessness.

#### **The Environmental Psychology Paradigm**

Environmental psychology as a sub-discipline of psychology emerged in response to the failure of traditional approaches to acknowledge the reciprocal relationships between people and the environment. In contrast to the Behaviourist's deterministic view which states that the environment merely impacts on people, environmental psychology provides a more complex and interactive picture of environmental influences. The contention is that not only can people actively create and shape the environment (Sommer, 1969) but the environment actually becomes 'part' of the person as evidenced in Canter's (1977) three component model where places are seen as relationships between actions, conceptions and physical attributes.

In exploring the psychology of place, Canter (1977) proposes that when people experience environments, internal mental processes are activated leading to the development of conceptual systems. The way in which people conceptualize place in turn dictates the way they think and behave. As a result of this reciprocity between people and their environment, different experiences are said to furnish different



perspectives and create different environmental roles. Canter's (1977) model further emphasizes the interactive nature of places and the environment's contribution to a sense of self. Places are in fact seen as a mixture of associations, actions and emotions all of which contribute to self-conceptions.

Whilst environmental psychology registers the importance of places in promoting a sense of self, traditional psychology has tended to ignore the impact of the physical environment. This has stimulated an interesting debate and further serves to differentiate the environmental psychology paradigm.

Psychologists have shown an avid interest in self-theories, concentrating on both the structure of self and self-identity. It is important to note that self-identity differs from the general concept of self by focusing on personally held beliefs, interpretations and evaluations of oneself (Proshansky, Fabian & Kaminoff, 1983, p.58). Despite the enduring interest in the self, environmental psychologists contend that existing models present a very restricted view.

There is some evidence that the deficiencies may be reflective of underlying assumptions. Dissatisfaction with traditional psychology stems according to Sarason (1981) from it being based exclusively on a psychology of the individual organism. He argues that this focus results in a tendency to vastly underestimate the characteristics of the milieu as well as the society in which it is embedded (p.19). The individualistic framework certainly seems to have precluded an exploration of the impact of the physical environment in many areas as evidenced in the following

exposé on traditional self-theories.

### An Alternative View to Traditional Self-Theories

Traditional self-theories have tended to largely ignore the impact of the physical environment. This is the case in Mead's (1934) theory of self-identity where the primary concern is with the contribution of significant others such as caregivers. Whilst environmental psychologists concede the significance of others, they aim to promote an extended view that also recognizes the physical context in which these interactions take place (Proshansky, 1983).

Environmental psychology, therefore rejects the exclusive emphasis on social group processes and promotes a situation-centered alternative which accentuates how the physical environment might also contribute to self-identify.

### Introduction to the Concept Place-Identity

Place-Identity is the term used to address the mutuality between people and the environment especially as it pertains to the promotion of a sense of self and self-equilibrium. The next section reflects on the global aspects of place in order to provide a context for understanding this concept.

### Global Aspects of Place

It is worth noting that there are several naturally arising indicators from everyday life that support the view that places are prominent in

people's lives both at an individual and collective level. At the most simplistic level, memories of life events are often encapsulated in certain places and revisiting or simply recalling the scene can easily elicit them. Hart's (1979) study of children's favourite places suggests that it is often where the experience has taken place that becomes internalized in our minds. Sebba (1991) suggests that the spaces and views that surround us as children become inner landscapes. Childhood memories, for most people, are retained for posterity due to a range of perceptual experiences that capture distinct visual images, smells, sounds and tactile exposure to become imprinted as early interactions with the physical environment.

The importance of place is not isolated to childhood as arguably places serve an important function throughout life. This affinity and attachment to places is evidenced by commitments to hazardous environments, for example, refusal to evacuate in times of pending natural disasters as well as in the frequently experienced problems associated with relocation such as in the advent of divorce. The home is often a place of stability and constancy yet with divorce people are often required to relocate and this may magnify their sense of loss. A similar situation often presents for the elderly in the transition from their own homes to residential hostels. Rowles (1983) suggests that relocation for the elderly "constitutes a critical threat to the sense of insideness that may come to pervade his or her relationship with a familiar environment" (p.130).

#### The Difference Between Place-Identity and Place Attachment

In acknowledging that places are important, questions arise as to

the function and distinct purpose they serve. Several researchers have responded to the pursuit of knowledge in this area and the literature acknowledging the ability of place to engender a sense of self is comprehensive. A dichotomy of views has emerged: One aspect Place-Attachment refers to a broader sense of community engendered by places, manifested for example, in concern for neighbourhood revitalization; Place-Identity in comparison is seen essentially as a sub-structure of self-identity and aims to discover why and what impact places have on the development of the individual. Place-Attachment has a much broader focus looking at collective experiences of place whilst Place-Identity investigates a more intimate relationship between individuals and their environments in the search for clear relationships between physical forms and psychological responses. This latter concept is credited as being more useful in reviewing the impact of the physical environment on the individual and as such it is considered to be more pertinent to this study.

### Theories of Place Identity

Several theories of Place-Identity has been formulated, each contributing in some way to the advancement of the concept. The early theories have been an important catalyst as through the process of identifying strengths and weaknesses, modifications have occurred and new ideas created leading to models which provide clarity and give credence to the meaning and importance of places in relation to the self. This section of the chapter addresses these developments concentrating on the underlying assumptions inherent in the different perspectives.

### Place-Identity as a Sense of Belonging

The early models of Relph (1976), Tuan (1980) and Buttimer (1980) are more closely aligned to Place-Attachment in the belief that the primary function of place is to create a sense of belonging labelled 'rootedness' or 'centeredness' (Tuan, 1980, p.4; Buttimer, 1980, p.171). These humanistic geographers contend that people strive to have some attachment to places and that for most people the place where this is likely to be achieved is in the home. The home is esteemed to be the central reference point with activities and life interests emanating from there (Relph, 1976). Buttimer's (1980) concept of home and horizons of reach best articulates the centrality of home from which people explore and learn about the world.

By far the most controversial aspect of these early theories is the belief that Place-Identity is an unselfconscious state with the associated claim that people only become aware of the importance of place when there is a threat of losing it.

Buttimer (1980) suggests that one's sense of place is a fabric of everyday life, implying as does Relph (1976), that people become so immersed in daily activities that this precludes them consciously attributing meaning to places. Tuan (1980) presents a slightly different perspective by proposing that Place-Identity can be consciously developed by thinking and talking about places and cites the example of the Australian Aborigines who maintain their awareness of place through story telling.

### Place-Identity as the Physical World Definition of the Self

The next stage of theoretical development, the presentation of a

significant model by Proshansky is epitomized by reactions to and criticisms of these early models. Proshansky, Fabian and Kaminoff (1983) consider Place-Identity to be within the conscious awareness of the individual and argue that it is important to explore beyond the home and its environs, to obtain a physical world definition of the self. Cognitive dimensions are given far more recognition in this model and are considered an essential part of the process. In interacting with the environment either positive or negatively valenced cognitions are formed to incorporate memories, interpretations, ideas and feelings that may not easily be expressed but that can be verbally brought to awareness. Proshansky et al. (1983) therefore dispute the early contention that Place-Identity in its full meaning cannot be communicated.

This model is also a reaction to conventional self-theories where there is an almost exclusive emphasis on interrelationships with others in the development of the self. Proshansky (1983) considers that it is imperative to acknowledge the influence physical settings have in this process and aims to link personality structure to both the physical and social world of the individual. In forming an identity the child's relationship with his/her room is said to be equally as important as the relationship to the caregiver.

In addition to the neglect of places, Proshansky et al. (1983) perceive another distortion in the conventional self-theorists' belief that self-identity is held constant after the formative years. In opposition to this assumption, they maintain that Place-Identity is not a static concept but is characterized by growth and change in response to changes in the

physical and social world. Physical settings change with time as do people's relationships with them. In fact the physical world socialization of the self continues throughout life.

#### Place-Identity as an Active Means of Self Regulation

The model by Proshansky and his colleagues, whilst meaningfully contributing to the development of Place-Identity, is not without criticism mostly pertaining to requests that it be more humanistic. Korpela (1989) accepts this challenge to cultivate a more personable model and in doing so integrates much of what has been written in this field. At the core is the declaration that self involvement in the physical environment is not only possible but critical to the individual's psychological well-being.

#### The development of the model.

The development of this dynamic model stems from the acknowledgement by Sarbin (1983), Vuorinen and Epstein (cited in Korpela, 1989) that the individual needs some means of regulating and restoring their self-identity. It is their assessment of functional self principles that enable people to deal with thoughts, feelings and images that might potentially reduce self-esteem, that most stimulates Korpela's work. Proshansky et al. (1983) intimated this Place-Identity quality in presenting functions labelled mediating-change and anxiety-defense. Discrepancies arguably arise when needs are not met by the environment and when this happens these functions are brought into operation. In order to cope with discordance people employ the mediating-change function to promote environmental understanding, competence and control, however, when environments become threatening, defensive

strategies such as fantasy and withdrawal protect the self-identity against low self esteem.

Elaboration of the model.

Korpela (1989) advocates a more active process of environmental self-regulation and also re-introduces the early emphasis on a sense of belonging being the core for social, cultural and cognitive definitions of place. In this paper studies are cited which demonstrate that specific aspects of the physical environment contribute to a sense of self. Swann (cited in Korpela, 1989), for example, suggests that signs and symbols create stability for self-conceptions. Implicit in this study and that by Cooper (1976) is the cultivation of the self through interaction with physical objects, such as furnishings in the home, reinforcing and supporting Korpela's (1989) belief that the physical environment is important in itself for the individual.

Korpela's qualitative study on favourite places reveals three main psychic and behavioural mechanisms indicating the self-regulatory function of the physical environment: the pleasure and pain principle corresponding to experiences in the physical environment that promote freedom of expression, pleasure, familiarity and belongingness; the unity principle whereby places afford people with opportunities to clear the mind and develop a more positive self-image; control and personalization of the environment, which maintains levels of self-esteem. The physical environment is also considered as a means of regulating social interaction in that people can either withdraw to places to avoid social responsibilities or experience togetherness (1989, p.253).



### The Restorative Nature of Place

Kaplan's idea of the physical environment having a salutary quality serves an important adjunct to that of Korpela. Kaplan in 1983 proposed that the purpose of place is to allow people to organize their thoughts, reduce anxiety and build coherence. Within this model, the purpose of holidays and retreats becomes manifest with places helping to reduce the pressures, constraints and distractions of everyday life. Kaplan considers that people have an intuitive sense for what he calls restorative environments, that is, they choose environments that offer support for their self-conceptions. The blending of these two theories establishes Place-Identity as a more active process in self-equilibrium with both researchers advocating further study into how certain places offer self-regulation or promote recovery.

### Summary of Place-Identity Theory

In summary, definitions of Place-Identity have ranged from early theories promoting attachment and a sense of belonging (Tuan, 1980; Buttimer, 1980; Relph, 1976) to an acceptance of physical settings contributing to the socialization of the self (Proshansky, Fabian & Kaminoff, 1983) eventually leading to a consideration of Place-Identity as a means of active self-regulation (Kaplan, 1983; Swann, 1983; Korpela, 1989). All have contributed cogently to establishing the viability of place and support Krupat's (1983) contention that the concept of Place-Identity makes explicit the key role that a person's relationship to the environment plays not simply in terms of a context for action or in facilitating certain forms of behaviour, but in becoming part of the person, of being

incorporated into one's concept of self (p.343). A schematic outline of the theories highlighting their conceptual links and discrepant views is provided in the appendices (see Appendix A).

### The Role of the Home in Place-Identity Theory

As is evidenced throughout the discussion of Place-Identity, experiences are grounded in places and in fact deemed to be inseparable from context, however, the question as to whether the home, a place so much a part of people's lives, should be considered a special environment of primary importance remains speculative.

A review of the literature on the home is presented in order to clarify the role and significance of the home and re-explore its connection with Place-Identity theory. Surprisingly there has been no consensus regarding the importance of the home and the question of whether it should be considered a central structure for the experience of place remains debatable as is evident in the Place-Identity literature.

The early theorists (Tuan, 1980; Relph, 1976; Buttimer, 1980) deemed the home to be 'the place of greatest personal significance, the central reference point of human existence' (Relph, 1976, p.20). Buttimer supported this in asserting that a sense of belonging arises in accordance with activities centered in and around the home with the strength of this association being dependent on how well the home provides for one's life interests.

Interestingly, further advancements in Place-Identity theory saw the home being diminished in importance. Proshansky et al. (1983)

contend that not all individuals develop positive emotional attachments with homes and state that a variety of physical settings such as schools and the general neighbourhood contribute equally to a sense of self. Korpela's (1989) formulation does not limit a person's Place-Identity to the home and its immediate surroundings but implies that any physical environment or object can assist in self-regulation.

Part of the problem in attributing a clearer role to the home stems from problems related to definition. Ideas about home are difficult to verbalize, meanings tend to be highly personal and as a consequence not easily studied. The home as an academic pursuit has rendered a range of meanings and seemingly disparate views raising questions as to whether home constitutes a place, a set of relationships, a group of possessions, a feeling state or a composite of them all. Some common conceptualizations of the home however are evident and the aim in this section is to consider the predominant themes accentuating the physical, social and personal aspects.

#### The Home as a Physical Entity

Implicit in several evaluations of the home (Dovey, 1978; Geoffrey, 1987; Sixsmith, 1986; Rullo, 1987) is a consideration given to physical aspects which is more closely aligned to the concept of house as a 'physical unit that defines and delimits space for the members of the household' (Lawrence, 1987, p.155). The home in this sense is associated with the provision of shelter and protection from the outside world.

Geoffrey (1978) presents information regarding the physical emphasis by commenting that the home at a simplistic level can represent

a physical structure that people either choose to live in or vacate for a variety of reasons, but with the common purpose of moving to another residence. The focus is on architectural types of appraisals in terms of space, expense and style with the home being primarily a commodity that is marketable and replaceable. From this perspective the home is considered as a physical entity with the qualification that people live there sometimes.

#### The Home as Territory and as a Locus in Space

The physical home broadens into two other conceptions, home as territory and home as a locus in space. Home in its purely physical form is often considered to be an acquired possession, something that belongs to people. According to those who support home as a territorial core it is a place people personalise and seek to defend. This need to establish territorial rights is seemingly exercised by fences and edges forming physical boundaries around the home. Such barriers afford protection from outside forces in society and also help people exercise control regarding who enters.

Goffman (1973) suggests a clearer role of territoriality. Goffman's dramaturgical model emphasizes performances given by people in various environments and the concept of regions and region behaviour is introduced. It is argued that 'in our Anglo-American society a relatively indoor one, when a performance is given it is usually given in a highly bounded region' (Goffman, 1973, p.109). This allows the performer to segregate audiences so that the role in the home can be distinguished from other roles assumed in different environments such as the work

environment.

Territoriality insulates people and controls audiences yet within the home a similar function appears to operate. Geoffrey (1978) suggests territoriality represents a series of concentric circles with the nucleus, the bedroom, being the most guarded and intimate aspect. Control then extends outwards in gradations of lesser control to include the interior and exterior of the home.

The need to defend one's domain intimates a sense of belonging, a quality early Place-Identity theorists believe can be fostered by the home. Buttner (1980) refers to the home and horizons of reach and suggests that a balance between the two is to be considered healthy. A person needs a home base as a central preference point from which to venture out into the world. Literature referring to the home as a locus in space is consistent with this view in that home and non-home are introduced as dimensions in geographical space with the home centralizing all life activities. This centrality is epitomized in Geoffrey's (1978) paper describing how people pictorially represent their world and the places they know by using the home as the centre of one's thinking. Domocentric drawings indicate that the home provides a base from which to structure and explore the world in that paths radiate from the home. Dovey's (1978) depiction of the home as an ordering principle in space substantiates this view.

#### The Home as a Personal and Social Environment

Several researchers highlight the limitations of an exclusive focus on the purely physical dimension of the home. Sixsmith (1987) suggests that discussions focusing on the spatial aspects of the home constitute a

'micro-physical' appraisal and she argues that a 'macro-physical' appraisal needs to be conducted to acknowledge how services and facilities within the home promote activities and foster evaluative qualities. A critical review of territoriality will help to clarify the importance of appraisals of the home extending beyond simplistic levels. Rivlin (1990a, 1990b), for example, contests the concept of territoriality claiming that whilst it is instinctive to animals, it is optional in humans and cannot be divorced from social and cultural experiences. The indivisibility of the physical, personal and social qualities of the home is promoted by Sixsmith (1987) and Lawrence (1987) who challenge home as a territorial core and an ordering principle in space by maintaining that the 'design, meaning and use of home interiors are intimately related to a range of cultural, sociodemographic and psychological dimensions' (Lawrence, 1987, p.154).

#### The Home as a Social and Cultural Unit

This conception of the home explores the role the home plays in contributing to and in reflecting cultural identity as well as promoting interaction with others. Socialization and acculturation occur in this physical context which provides a milieu for developing standards of behaviour, values, morals and a particular lifestyle.

Rullo (1987) and Lawrence (1987) explore cultural aspects of the home with Rullo citing several studies that demonstrate that the home and its contents are symbolic expressions of values and norms of the culture to which a person belongs. Lawrence presents a cross-cultural study of the meaning, design and use of facilities for preparing and eating of food,

noting several distinct differences in Australian and English homes with respect to domestic routines and rituals. Another reference to cultural differences is made by Cooper (1976) who highlights discrepancies in thresholds with Americans' unfenced yard signifying interpersonal openness in direct contrast to the reserve noted by the English with the frequent use of fences and gates. The variety in homes around the world also supports this cultural focus.

#### The Home and Its Role in Social Facilitation

The home also contributes significantly to the social life of the individual. Firstly, with respect to social interaction, having contact with others is considered to be a basic need by which people derive their own psychological make-up. Sixsmith (1987) suggests that it is the presence of others and relationships with them, that in fact contribute towards a place being considered home. Implicit in this understanding of the social home is the opinion that broader social relationships originate from experiences gained there. Positive interactions, according to Sixsmith are socially facilitative whereas conflicts between members of a household may result in disaffiliation.

Just as people seem to help to create a sense of home, the arrangement and design of homes contributes substantially to the quality of interaction. Interestingly, the physical form of the home communicates information concerning inhabitants' social status as well as family styles, a factor people may be very conscious of when buying houses (Cooper, 1976; Rullo, 1987). The home seems to convey to others an initial impression of the people residing there and insights into interactions that

might take place.

There is some evidence that the physical form of the home actually dictates the type of interactions that might take place there. Goffman (1973) suggests that the physical layout and decor of the home provide the 'setting' whilst furnishings and other items are props for performances. He argues that people cannot begin their act until they have brought themselves to the appropriate place. The question as to how the home can be arranged or designed to meet the needs of occupants has stimulated research into specific aspects of the home.

#### Privacy and Social Interaction in the Home

Two principal issues emerge in the study of relationships between people and their living spaces, privacy and social interaction. Goffman (1973) highlights these processes in his description of 'frontstage' and 'backstage' areas. Frontstage refers to the place where performances are openly given, where people present themselves to others with activities expressively accentuated (p.115). Backstage refers to areas for retreat in that such areas are out of bounds to members of the audience.

#### The promotion of social interaction through design features of the home.

Studies on design features provide further insight into these 'frontstage' and 'backstage' areas. Keeley and Edney (1983) for example provide specific outlines of the effects of design on privacy, security and social interaction. The home is seen as a forum for social activity. Keeley and Edney's college graduates in constructing models of homes to enhance sociability, reveal preferences for those having greater visibility



among rooms and fewer exterior wall surfaces with rounded edges to facilitate communication in the same way that a circular table does.

Research into specific rooms in the home further clarifies the impact of the physical environment on socialization. Goffman (1973) suggests that the living room is the most visible and consistently shown of all spaces in the home, it is a 'frontstage' area into which people are invited and where performances for guests are given. A certain degree of formality is required to set the scene and offensive behaviours are disallowed because respect for others is paramount.

The sociability of the living room 'reflects an individual's conscious and unconscious attempts to express a social identity' (p.136). This is affirmed by White (1976) who suggests that the living room is the microcosm of the whole house symbolizing an attempt to replace the hearth. The centrality and importance of this link with the hearth is evidenced in Canter's (1977) study where placement of furniture in the living room is arranged to focus on the fireplace or around the television as both are associated with primeval needs of fire. As people used to gravitate towards or stand around the fire, the living room seems to have become a substitute for promoting togetherness and merging needs.

Goffman (1973) as alluded to earlier suggests that furnishings are props for performances and other studies have shown the importance of personal objects. Csikszentmihalyi and Rochberg-Halton (1981) comment that people cherish domestic objects because they convey information about the self and relationships with others. Rullo (1987) summarizes the influence of the home interior on social interaction by acknowledging its

ability to promote interaction with others, space and people in the home to later extend to broader links between the individual and society.

The promotion of privacy through design features of the home

The home is both a social and a private environment and privacy is also a potential means of self-regulation afforded by the physical form of the home. The psychological role of privacy has been well documented and reference to this literature pre-empts a discussion on design aspects. Several functions of privacy are proposed by Altman (1976) including 'regulation of interpersonal interaction, self-other definitional processes and self-identity' (p.7). Laufer, Proshansky & Wolfe (cited in Altman, 1976) identified several dimensions of privacy to demonstrate its complex role. These can be summarized as:

- a self-ego dimension where social development involves the growth of autonomy and a person learning when and how to be separate from others.
- an interactive dimension with people coming together with others and being apart from them.
- a life-cycle dimension where privacy is not a static process but shifts over one's life history.
- a biographical-history dimension where differences in personal histories may make people differentially sensitive to various privacy regulation mechanisms.
- a control dimension encouraging freedom over interactions with others.
- an ecology-culture dimension explaining how the physical environment is used to achieve control over interactions.

- a task-oriented dimension with tasks and behaviour typically accomplished in non-public areas.
- a phenomenological dimension where privacy is not only a behavioural phenomenon but also a psychological experience."

In essence privacy involves exercising control over what is available to others and what should be held as separate to the self. Privacy is more than just a state, it is means of achieving balance in that accessibility to activities intimately entwined with the self-concept can be controlled (Canter, 1977, p.179).

Rivlin (1990b, p.46) suggests that privacy represents a quality in human space that allows people to withdraw physically and psychologically to develop strategies that make it possible to leave aversive situations. Westin (1970) in support argues that a major function of privacy is to give the individual a sense of integrity and independence together with an ability to avoid being manipulated by others. The self-regulatory nature of privacy is emphasized, by Keeley and Edney (1983) who suggest that privacy represents a means for the individual to keep an optimum balance between seclusion and social interaction whilst also satisfying needs of personal autonomy and emotional release.

Goffman (1973)) refers to places that meet the function of privacy as 'backstage' areas which he describes as places people can reserve for themselves, where they can escape from audiences in order to prepare images and construct self-impressions. Privacy therefore represents a time when performers interrupt the performance for periods of relaxation (p.115). Backstage areas permit informality and allow for behaviours not accepted in 'frontstage' areas (shouting, withdrawal, aggressiveness).

They are associated with regressive characteristics and allow the individual to uninhibitedly explore his/her character.

Altman (1976) suggests that the traditional route to understanding privacy has been through exploring how people use doors, windows and furniture arrangements therefore acknowledging the physical form of the home and its potential to regulate privacy.

Keeley and Edney (1983) discuss design implications for furthering privacy in homes. They suggest that models of homes that promote privacy and set up limited and protected interactions with others, require a greater number of rooms, more corridors and more exterior wall surfaces so that people can isolate themselves for seclusion without going through other peoples' rooms. Interestingly security designs display a need for smaller and fewer rooms to keep occupants physically close.

#### The Home and Self-Equilibrium

Korosec-Serfaty (1984) investigates the psychological role of hidden places in the home such as attics and cellars. Within this paper, hidden places are seen to be an integral part of the home and negative connotations attached to these places are challenged. They are considered to have a distinct purpose in contributing to self-identity by permitting appropriation, accumulation and security but most importantly encouraging the experience of secrecy which allows individuals to assert their individuality. There are indications that the cellar can provide a means of self-regulation. Korosec-Serfaty (1984) states that this aspect of the home allows people to experience the association between darkness and fear and in doing so enables them to face further adversity.

The discussion on the need for privacy and social interaction seems to be reflective of Place-Identity as proposed by Korpela (1989) and also alludes to the restorative quality of places as presented by Kaplan (1983). Having social contact and also opportunities to withdraw from interaction are important to individuals and it seems that homes can provide a means of active self-regulation by producing conducive environments to meet these needs. From a restorative perspective people can select to seek the support of others or relieve tension and build coherence of the self by escaping to hidden places. The physical environment in this way contributes to self-equilibrium.

#### The Home and a Sense of Self

The symbolic impression of the home consolidates its relationship to the self. The home as an integral part of the self gains expression in being an extension or reflection of the self and also embodying the essence of self and self-identity.

Cooper (1974) considered that the home reflects the most basic of archetypes (the self). She takes this argument further in the claim that the home is imbued with human qualities with psychic messages moving from people and their home in a reciprocal way to create an avowal of and revelation of the nature of the self. Houses give people structure from which to build their personal world: the interior, Cooper suggests, can be equated with the self as viewed from within. People only invite those they are most familiar with into the confines of their homes and in doing so only express their true selves to a limited number of others.

The public exterior of the home represents the persona or mask which represents the self we choose to display to others. This is consistent with Goffman's (1973) 'frontstage' area which involves the visible self. The seemingly cliched comment 'make yourself at home' may be an attempt to encourage others to act naturally and give permission for 'backstage' aspects to be revealed.

The home as self and self-identity accredits this place with more importance than previously supported, however, little is known about the developmental issues of place. Proshansky et al.(1983) endorse the role of places in the development of the self but de-emphasize the role of the home. A review of the developmental literature on place suggests that a stronger connection exists between the physical form of the home and the development of sense of self.

Cooper (1974) considers the way in which the house becomes a symbol of the self and in doing so emphasizes developmental processes and the centrality of the home. Initially the child operates from an egocentric perspective and arguably has difficulty differentiating the self from their surroundings. Rivlin (1990b) contends that from the time of birth, the environs of the home begin to shape personality, cognition, social and emotional development. She also endorses the early process of separating the self from the world and suggests that as the senses develop the child begins to perceive others and the physical environment.

The child's experience with the intimate interior of the home represents another means to divide the world into home and non-home. As the perceptual system advances, the child becomes more aware of

his/her room as being familiar, recognizable and a symbol of the self.

Cooper (1974) suggests that place experiences in the home instil confidence to venture away from the home in graduated steps such as exploring the backyard and eventually the broader environment. Gibson and Ayres (cited in Sebba (1991) acknowledge that 'children exploit every opportunity for active interaction with the surroundings and that this phenomenon is motivated by the child's internal urge related to development needs' (p.411).

Canter (1977) in support believes there is a continually elaborated conceptual system of place and that a developmental framework of places may be gained from a knowledge of developmental stages. If this idea is accepted, the major issue confronting adolescence, individuality, may result in an improved understanding not just of the need to deindividuate from family but also provide some tangible reason for the desire to leave the home itself. If places represent an integral part of the self it seems logical that there might be a need to disassociate from the physical form of the home in a similar way to spending less time with parents and exploring other relationships. Adolescents may not be rejecting 'at homeness' but gradually distancing themselves in order to establish their own identity.

Whilst eventually leaving the original home seems to be a natural process, Rivlin (1990a) cautions against the premature loss of home. She suggests that the loss of home is traumatic for everyone but argues that it is far more disabling for children and youth who are in the process of developing a sense of themselves, a sense of what they are capable of doing and a sense of their own self-worth.

### The Tentative Relationship Between Place-Identity and Homelessness

The intimate connection of the home with the self has been established in the literature yet a large number of youth in Australia are forced to leave their home and have only transient experiences with such places. The Australian Institute of Family Studies (cited in Burdekin, 1989, p.67) estimated that in that year there were in excess of 17,000 homeless youth in Australia. One can only speculate that due to the current economic climate that numbers would have inevitably increased.

### Definitions of Homelessness

Defining who is homeless is not as easy to ascertain as might initially be imagined because there is considerable variance in the literature and this has prevented accurate statistics being obtained. This study aims to consider the Place-Identity needs of those in accommodation services. The definition provided by the Youth Accommodation Coalition of W.A. is considered to be the most pertinent. Homelessness reflects:

- absence of shelter
- threat/loss of shelter
- very high mobility between places of abode
- existing accommodation inadequate for the resident for such reasons as overcrowding, physical state of residence, lack of security of occupancy, lack of emotional support and stability in place of residence
- unreasonable restrictions in terms of access to alternative forms of accommodation

(Cangemi & Middleton, 1986, p.1).



### Government Support for Homeless Youth

Many youth meet the above criteria and government funding for the accomodation of homeless young people is outlayed under the Supported Accomodation Assistance Programme (SAAP) especially the Youth Supported Accomodation Programme (YSAP). In 1988 expenditure for this programme exceeded \$32 million yet only one-quarter to one-third of all homeless young people referred to them could be accomodated suggesting again that numbers are alarmingly high. These facilities are set up with the best intentions and programmes attempt to enhance self-esteem yet little consideration is given to the importance of the physical form of the home and its intimate connections with the self.

### Homelessness and the Neglect of Consideration Given to the Home

Little to no consideration is given to the loss incurred from leaving the original family house. When one considers Fried's (1963) focus on personal experiences of grief (feelings of painful loss, general depressive tone and other psychological symptoms) experienced by adults when the relationship with the home is disrupted, the impact on children and adolescents must be considered an important area for investigation.

Many youth who find themselves homeless are socially inadequate and suffering from low self esteem. Zubrzycki (1989) suggests that fragmentation and reconstruction of families is another major factor contributing to homelessness. Family conflict features strongly in most studies of young people leaving home (Burdekin, 1989, p.88). When parents remarry or find another de-facto partner, Zubrzycki (1989) argues that very often adolescents who were accepted in the original household

find no place in reconstructed families. When these youth come to residential services they often feel rejected and it is therefore, important that accomodation services help to promote a renewed sense of self and create opportunities for self-equilibrium.

Reasons for Understanding the Role of the Home for Homeless Youth.

By determining the Place-Identity needs of homeless youth it may be possible to afford them with places more closely aligned to their own needs. Interestingly, Cooper (1974) suggests that when individuals are placed in homes that are incongruent with their needs vandalism occurs in response to the violation of the self and the true picture of home (p.134). An understanding of place may engender a greater respect for accomodation buildings and help to reduce maintenance costs. Most importantly information regarding the importance of the physical environment might be instrumental in promoting the psychological health of residents.

The influence of the physical form of the home has been underestimated yet it may prove to be both rehabilitative and preventative with respect to alleviating problems related to the self. Korpela's (1989) and Kaplan's (1983) research suggests that negative experiences in one place can be counteracted by a more conducive environment, one that affords opportunities to restore a sense of self. If the original home constitutes a destructive environment it may be useful to identify dysfunctional aspects and establish how the current home can negate or at least reduce negative effects. The balance between privacy and social interaction, for example, may be an important consideration if self-

regulatory processes are to be operationalised. In order to be restorative, residential services might require a specific type of design and it is only by seeking information from homeless youth that participative planning might be implemented. Canter (1977) as stated earlier argues that different experiences lead to different conceptions of place. Youth workers and architects may not be fully aware of the conceptual systems held by homeless youth and in using their own frames of reference may establish incongruent environments. The homeless themselves may provide information to integrate conceptions from all interested parties. It is necessary to compare homeless with a non-homeless group to determine the specific needs of the homeless and also to provide general information into the place needs of youth.

#### General Research Questions

The Place-Identity theory by Korpela (1989) which accentuates active self-regulation and Kaplan's (1983) restorative settings seem to best articulate the dynamic relationship between people and their environments. These studies provide the catalyst for the current research aiming to establish the home's contribution to these processes. Several areas require investigation and the following general research questions emerge:

1. Are Place-Identity needs reflective of different experiences?
2. Are Place-Identity needs consistent over time?
3. Are residential environments restorative?
4. Based on different past experience are different restorative qualities required?

5. Are different settings/aspects of homes more restorative and how do they operate?
6. Are areas for privacy and socialization critical aspects for self-regulation and how do environments contribute?

### **CHAPTER THREE**

#### **The Present Research:**

#### **Application of Place-Identity Theory to the Issue of Homelessness**

#### **(The Exploratory Study)**

##### **Rationale**

The literature review presented the concept Place-Identity to acknowledge the intimate relationship between people and places. Of primary interest was the restorative nature of place with considerable attention given to the home as a central means of self-regulation. The need for further investigations into home-based experiences was established as a priority due to previous conceptions of the home being fairly limited. In summary the bulk of studies tended to focus on the aggregate of physical structures to give a picture of housing, rather than exploring the home as a place of significant emotional and personal experience. This thesis argues that in today's society when so many people are in fact homeless, it is imperative that the role of the home be further clarified. The present study therefore, aims to utilize Place-Identity theory to establish the importance of the home and in doing so create an understanding of the centrality of this place in the lives of homeless youth. There are two phases in this process with this chapter concentrating on the first, the exploratory study with the aim of providing useful information for executing the second phase of the main inquiry (presented in Chapter 4).

### Objectives

#### General Aims

The exploratory study aimed to provide a preliminary investigation into the potential applied relevance of the theory. The concept Place-Identity and its connection to homelessness had only tentatively been posited by Rivlin (1990a) and it was therefore considered important to obtain some face validity for this association. It was also necessary to establish the viability of the study and to clarify both the overall structure and approach to the project.

#### Specific Aims

The exploratory study was conducted with several subsidiary aims in mind:

1. The primary purpose was to afford the researcher with an opportunity to become familiar with the environment, in particular with the accomodation services, provided for homeless youth. It was considered that entry into their domain would necessitate some knowledge and acceptance of their milieu.
2. Intuitively it was felt that homeless youth might present with their own cultural norms and distinct language patterns. Carmody (1980) indicated that a large percentage of homeless youth did not complete schooling beyond year 10 suggesting some sensitivity might be required in asking them to read and write. It was hoped that familiarity with language would:

- a) provide a means to establish rapport and convey acceptance using the vernacular of the group.
  - b) establish parameters for framing questions within a basis of conceptual understanding.
  - c) clarify and determine whether a self report or a structured interview would be the appropriate format for the investigation.
3. Several organizational procedures required clarification prior to executing the main inquiry:
- a) the viability of the sample was a serious consideration as the literature attests to the fluidity and elusiveness of youth in this predicament (Burdekin, 1989). It was necessary to establish how many homeless youth would be available and willing to participate
  - b) networking with accomodation service personnel was imperative in order to:
    - i) receive input from service providers in the field.
    - ii) establish a collaborative process and foster a commitment to the project.

- iii) to pre-test the introductory letter (see Appendix C) and discuss aspects of the questionnaire.
  - iv) discuss ethical considerations.
4. Finally the preliminary investigation would serve as a basis for formulating an appropriate instrument. Questions based on constructs would need to be pre-tested to determine whether they matched the content areas and to ascertain whether meaningful information would be obtained.

### Method

#### Subjects

List of YSAP agencies in the White Pages Telephone Directory were compiled and five agencies were then randomly selected to be distributed across Perth's inner and outer suburbs. Five accommodation service personnel, a policeperson from Perth Central Office, and workers from Step One Incorporated constituted the 'official' personnel. Ten homeless youth, two from each of the accommodation services were randomly selected to be representative of the intended population for the main inquiry with respect to gender (equal numbers of males and females) and age (ranges between 12-20).

#### Instrument

##### Collaborative Process

The instrument was one devised by the researcher in conjunction with advice from the group identified above. The aim was to establish a



collaborative process, the rationale being to link theory with practical input from 'experts'. It was hoped that their knowledge of homeless youth would prove instrumental in creating a meaningful tool which would provide a general but relevant impression of place needs.

#### Guidelines

The main guidelines directing the design of the questionnaire were simplicity, understandability and a sensitivity towards subjects. Whilst richness of information was a prime objective it was concern for the psychological well-being of participants that ultimately determined the inclusion and order of the questions.

#### Categories

An item pool of questions was initially formulated by the researcher based on the literature review. Broad categories emerged and are presented together with the source and purpose in Table 1.

Table 1

Categories for the Exploratory Study Identifying the Source and the Purpose for Inclusion

| Categories   | Source                 | Purpose   |
|--|------------------------|---|
| <u>Demographic</u>                                 |                        |   |
| age  | Zybrzycki (1989)       | obtain population statistics  |
| gender   |                        |   |
| age leaving home                                   | Budekin (1989)         | to identify potential gender differences  |
| reason for leaving home                            |                        |   |
| <u>Favourite Places</u>                            |                        |   |
| preferences as a child/now                         | Hart (1979)            | to establish the location of favourite places   |
| reasons for preference                             |                        | to establish whether there is consistency over time   |
| <u>Aspects of the Physical Home</u>                |                        |   |
| preferences for areas in the original/current home | Korosec-Serfaty (1986) | to identify specific aspects of homes preferred   |
| reasons for preferences and aspects to change      |                        | to determine the psychophysical aspects of the home.  |
| <u>Personalization of Place</u>                    | Cooper (1976)          | to establish the active role of the home and objects in the cultivation of a sense of self.                                 |
| <u>Restorative quality of the Home</u>             |                        | to establish how the home contributes to:<br>pleasure and avoidance of pain<br>clearing one's mind<br>enhancing self-esteem |

In discussion with professionals, questions were formed to relate to the above categories (see Appendix D).

#### Format

A decision was made to use a semi-structured interview. Workers in the field attested to problems with literacy in the homeless population and considered it might be threatening if subjects were asked to complete the questionnaire themselves. Many had been subjected to psychological assessments and reportedly were intimidated by the process. The interview schedule consisted of two main sections: the first being 21 open-ended questions to promote richness of information, unencumbered by the researcher's ideas; and Part 2 being more structured to obtain specific details regarding seven qualities to be compared numerically in the original and current home.

#### Ordering of the Items

Due to the sensitive nature of the topic and the potential vulnerability of the subjects, considerable thought was given to how to order the items so as to ensure psychological well-being. The group of professionals working with homeless youth expressed concern that certain questions, especially those pertaining to the original home, might elicit negative memories and possibly result in a diminished sense of self. In order to preclude this happening questions needed to alternate between potential positive and negatively valenced responses and be designed to instil a sense of control and empowerment.

### Part 1

The initial items aimed to create a climate of emotional safety with limited personal disclosure concerning demographic details and focusing on positive memories related to favourite places. It was felt that anxiety might be alleviated and opportunities for interaction and rapport created. It was also hoped that this reflection might foster an ability to introspect and strengthen associations with the original home. Because of the potential negativity linked with the original home and in the knowledge that favourite places provide a sanctuary (Hart, 1979), it was felt that this order would instil confidence to continue. Items relating to personalization were given next to elicit feelings of control over the environment and to create a sense of self-competence before addressing the potential negatively charged reasons for leaving the original home. The question of what influenced your choice of residence was given immediately afterwards to suggest empowerment. The emphasis on the current home was placed last due to the potential of this latter place supporting the self.

### Part 2

The format changed to the use of a numerical scale to distinguish emotions attached to the original and current home based on Korpela's (1989) principles. The change in format was to provide relief from more intimate disclosure and create structure towards terminating.

### Procedure

Preliminary contact with professionals in the field.

Initial contact with agencies identified in the White Pages was made early in November 1991 and the following contacted by phone:

- five accomodation service co-ordinators
- a policeperson from Perth Central office
- Step One Incorporated

Purpose of the phone contact.

1. to introduce the researcher and the project.
2. to obtain some initial commitment to the project in the form of a follow-up meeting and to establish a contact name in order to send an abridged proposal.

Purpose of the meetings

Meetings were scheduled for December with the following agenda:

1. to discuss the proposal and any concerns emanating .
2. to stress the importance of participatory planning and to work collaboratively on the instrument.
3. to discuss means of access to the homeless group.
4. to establish a directory of accomodation services and set up a proximity map to ensure efficiency of time regarding travel commitments.
5. to discuss ethics and pre-test the introductory letter and make modifications if required.

### Contact with subjects

Two homeless youth from each agency were approached with others being informed of later appointments. The initial contact was made in most cases with workers introducing the subjects and then allowing the researcher to negotiate both the time and the venue. With respect to time, interviews were all conducted over a two week period and averaged between twenty-fourty minutes to include the pre-amble, the actual interview and the debriefing (see Appendix E). In most instances interviews were conducted in offices or in rooms allocated for the purpose to ensure privacy. Some subjects, however, preferred to be interviewed outdoors and their wishes were accomodated.

Every attempt was made to make the initial contact as informal as possible but also to convey aspects included in the introductory letter (see Appendix C). Most importantly emphasis was given to creating a sense of subject control over the process. Subjects were informed that they did not have to answer all the questions if they didn't want to and that they could stop the session at any time. Whilst the questions provided a framework, provision was given for extended conversations to consolidate rapport and for richness of information. The subjects essentially contributed to the process by including aspects they considered relevant. The debriefing section was essentially to thank participants and to determine feelings related to the questions. Time was given for them to also ask questions of the researcher and emphasis given to their suggestions for change. Their input consolidated the collaborative design.

## Results

### Part 1 of the Instrument

#### Demographic Details

##### Type of accomodation services.

Subjects came from three types of accomodation services:

- short term (1-3 weeks)
- medium term (1-6 months)
- long term (7 months and up to 1 year)

##### Type of supervision in accomodation services.

Degree of supervision varied along a continuum of support:

- internal - workers living one the premises
- external - workers visiting when required

##### Age and gender composition.

Subjects included:

- an equal number of males ( $n = 5$ ) and females ( $n = 5$ )
- age ranges from 12-20, average age being 15

##### Age leaving home.

The mean age for leaving home was 13.6 years with this statistic being verified by workers.

Reasons for leaving the original home.

Reasons cited for leaving home focused primarily on dysfunctional aspects of family life as evident in the following figure.

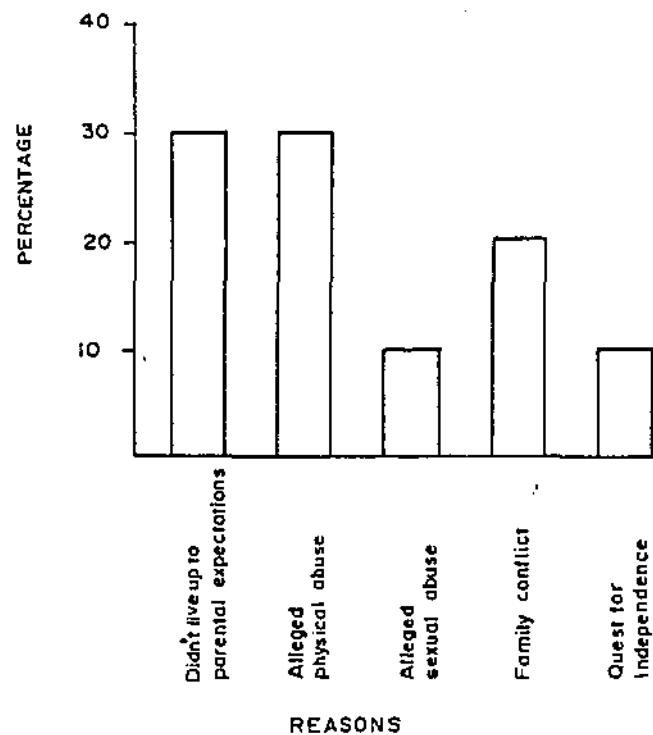


Figure 1. Percentage responses for reasons for leaving the original home.



### Favourite Places

A range of favourite places were selected to include those areas identified in the following figure:

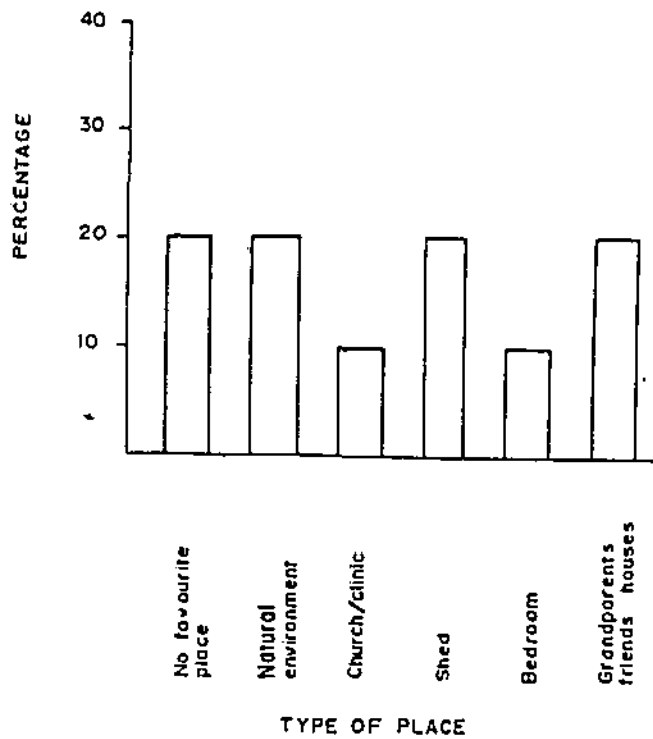


Figure 2. Percentage responses for type of favourite place.

Descriptions of the Original Home

Descriptions of the original home as indicated in Figure 3 reveal the following:

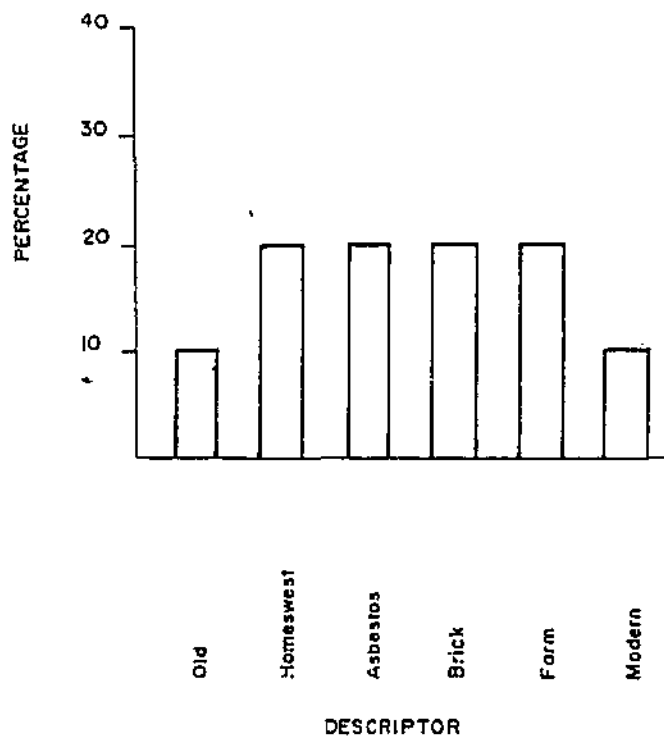


Figure 3. Percentage responses for description of the original home.

Descriptions given highlighted the emphasis placed on structural materials as being either asbestos or brick. All participants framed their responses in this way. A possible reason for this use of descriptor is suggested in reviewing things they would like to change about the original home - 40% indicated they felt the house should be 'knocked down' and rebuilt in brick so that it would resemble everyone else's home.

### Description of the Current Home

From Figure 4 it is evident that descriptions of the current home were similar to those of the original.

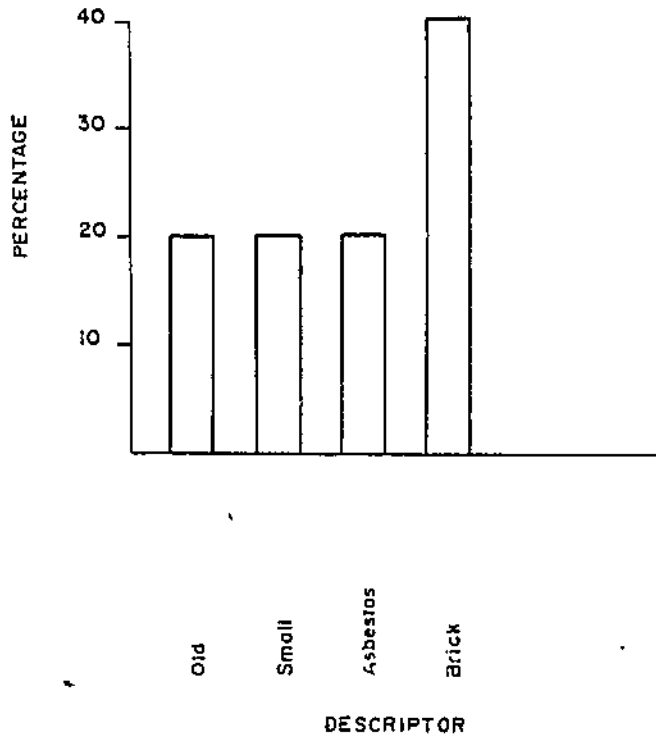


Figure 4. Percentage responses for description of the current home.

Interestingly 50% indicated no changes were necessary despite the fact that the physical structure of the home might be similar suggesting that perhaps emotional needs were being accommodated for more in this latter home. Descriptions were also more detailed.

Preferred Aspects of the Original Home

A range of areas in the home were selected and seemed to be representative of social and private areas as shown in Figure 5.

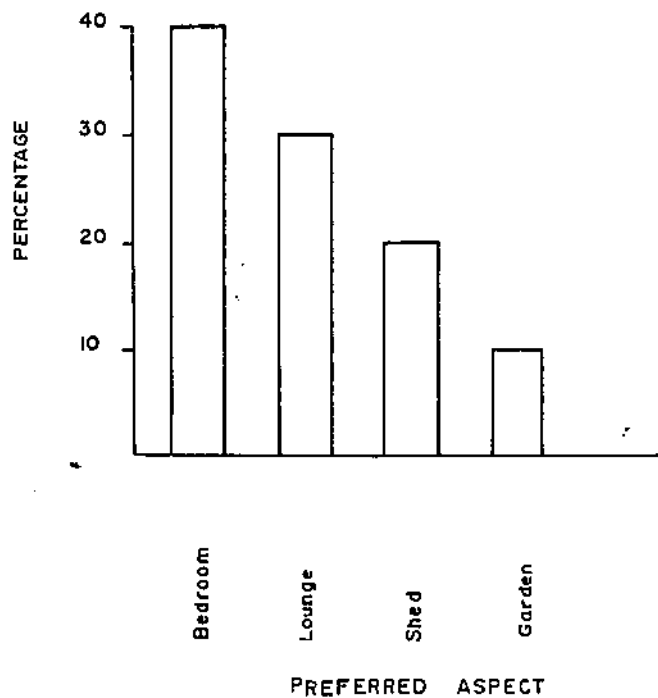


Figure 5. Percentage responses for preferred aspect of the original home.

Preferred Aspects of the Current Home

In contrast to the original home preferred aspects tended to be focused on affective states as shown in Figure 6.

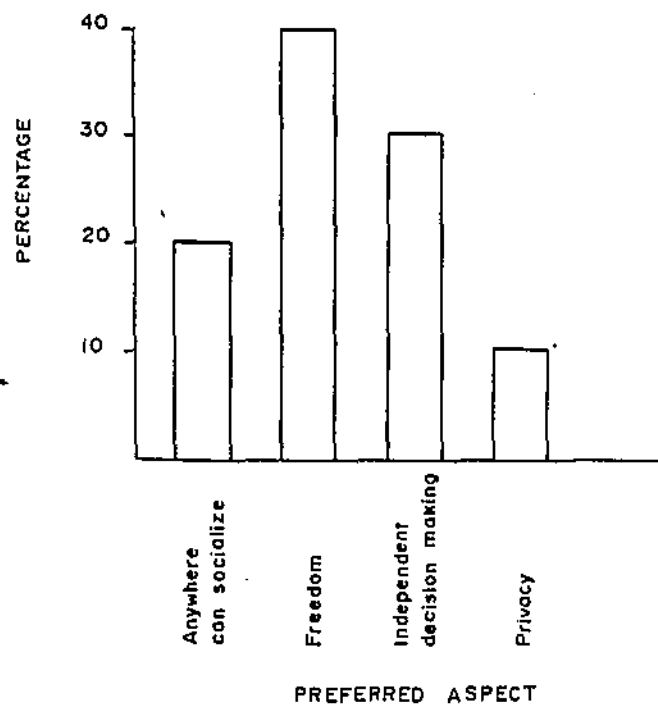


Figure 6. Percentage responses for preferred aspect of the current home.

### Distance from Original Home

Only one subject still lived near the original home and it was interesting to note that she had only recently left, 2-3 weeks previously, and was very emotional about leaving. All others indicated that they 'got as far away as they could'. This may have been influenced by the fact that 50% involved welfare intervention.

### Feelings about the Original Home Since Leaving

It might be expected that as a result of the high incidence of dysfunctional aspects present in the original home that most subjects would report negative feelings associated with the home, and for 50% this was the case, however for the other 50% there was some sadness related to leaving other members of the family, possessions and special places (own room, shed).

Sadly, one subject caught a bus and walked near the original home without being seen by anyone and paradoxically this upset and consoled her at the same time.

### Personalization of Place

This aspect was evident in both the original and current residences. Posters seemed to be of particular interest and represented the main source of ownership in rooms in the original home (60%) and (80%) in the current. Crafts and other hand-made objects were also significant (30% in original/20% in the current). A certain section of the sample (20%) reported on absence of personalization in the original home, however, this was rectified in the current residence.

### Part 2 of the Instrument

Differences between the original and current homes were consolidated in comparisons between the two with respect to factors formulated from Korpela (1989). There was a marked tendency by subjects to report reduced enjoyment and privacy, limited opportunities to pour out troubles and places to go and think in the original home. Although the difference was not as substantial, togetherness, control and liking the people there, still favoured the current residence. Colourfulness was the only factor which received a more favourable report in the original home, interestingly perhaps confirming the emphasis placed on structural aspects when emotional needs are not being met. The tendency to see the house as colourful may have been a protective factor to create more vitality in the home or reflective of conflict and its 'vividness'.

### **Summary and Conclusions**

#### General Outcomes

Overall the results of the exploratory study provided a solid foundation for conceptualizing the main inquiry. Specific aims outlined earlier were achieved in that:

1. An appreciation of the range and location of residential accomodation was obtained.
2. The language of the participants was explored leading to a realization that a structured-interview would be the most appropriate format.



3. The structured interview schedule was piloted using open-ended questions and the richness of information obtained could now be used to:
  - set up categories of responses for efficient coding by the researcher.
  - make refinements for the final instrument.
4. Responses to the instrument were obtained and questions refined.

#### Outcomes of the Phone Contact and Meetings

Outcomes are considered here as they directed the next stage of the procedure:

1. all agencies contacted expressed interest in the project and follow-up meetings were scheduled and copies of the proposal sent.
2. meetings proved constructive with the formulation of the instrument completed, networking established and a directory compiled.
3. the accessibility of the homeless population was clarified to restrict the research to those homeless in accomodation services. Streetworkers from Step One Incorporated were very concerned that territorial boundaries for the homeless on the streets were firmly defined by this group and felt that an independent researcher attempting to enter this space would be infringing on their rights to privacy and

they couldn't assure personal safety.

4. with respect to means of access to those in residential accomodation, two main formats were proposed:

- access only after workers had discussed the project and sought permission in a 'non-authoriative' way. The worker would then contact the researcher to arrange appointment times
- the researcher would be invited to speak at group meetings and personally ask the youth to participate and establish appointment times.

### Implications For the Main Inquiry

#### Applied Implications

##### The target population.

One significant outcome of the exploratory study was that the population for the main inquiry was clarified. Difficulties in procuring access to the homeless on the streets were identified and emphasis directed towards those in accomodation services. The focus on this latter group stemmed from interest expressed in the project. Beside the potential usefulness of further investigations into residential accomodation, questions arose as to whether homeless youth (primarily forced to leave home) would have different needs from a non-homeless group (primarily

leaving home as a quest for independence). In order to determine if Place-Identity needs are reflective of life experiences both a homeless and non-homeless sample would need to be represented in the main inquiry.

General response by subjects.

Contrary to expectations little difficulty was experienced in establishing rapport with the youth piloted, in fact, they were eager to participate and lengthy discussions ensued. All willingly completed the entire interview, responses were thoughtfully given and emotions freely expressed. All acknowledged a genuine interest in the project, appreciated the informal structure and were pleased to be able to give suggestions and information beyond the questions asked.

The importance of a friendly and accepting demeanour was essential as was fostering a sense of control over the process and therefore would be utilized in the main inquiry.

Potential methodological problems.

As the emphasis is on obtaining the respondents' own reports of places, care must be taken by the researcher to ensure neutrality and avoid directing the respondent. Belson (1981) also lists the following faults common to a free interview situation, providing a useful guide of pitfalls to avoid: 1) waffling, 2) missed leads, 3) failure to deal with some issue, 4) failure to get clarification of vague statements, 5) allowing repetition, 6) false leads followed overlong, 7) disorganized administration, 8) interviewer talking about own feelings.

### Theoretical Implications

The exploratory study provided initial support for the association between homelessness and Place-Identity. It also attested to the centrality of the home.

Three central themes emerged from which specific hypotheses were devised to be tested in the main inquiry.

#### Places and a sense of self.

Evidence for places in promoting a sense of self was obtained and included:

1. Personalization of place:
  - posters and personal objects
  - attachments to objects taken from the original to current home
  - sadness when leaving them behind.
2. Identification with places:
  - feelings of sadness at leaving the original and current home
  - preferred aspects of the original and current homes
  - affinity with favourite places to include the natural and built environment.
3. Prior experiences appeared to influence Place-Identity needs with not having a favourite place as a child leading to no current favourite place. The role of places in social and emotional development was

intimated with different aspects of the homes selected. Solitary areas in the original and social areas in the current home.

#### Places and self-equilibrium.

Findings from the exploratory study provided interesting information giving credibility to the maintenance role of the home. The pilot sample seemed to intuitively seek out restorative places firstly evidenced in their choices of favourite places but consolidated in aspects preferred in the original and current homes. In the original home subjects sought out places where they could primarily avoid others, achieve peace and safety (shed, own room). This is interesting when one considers the dysfunctional aspects in the home and Korosec-Serfaty's (1984) research that suggests that 'hidden' or private places help empower the individual to face adversity. While the original home seemed to provide only limited opportunities for connectedness with others, the current home seems to accommodate for more socialization and create a sense of being valued.

The centrality of privacy and socialization as adaptive functions is evident in the exploratory study and is consistent with the literature (Kaplan, 1983; Korosec-Serfaty, 1984; Keeley & Edney, 1983).

The restorative quality of the home is also borne out in the descriptions of the homes where for the original home, descriptions were focused on physical attributes and in the current home descriptions were lengthier to include affective components.

Korpela's (1989) self-regulatory principles consolidated the reconstitution of the self. In Part 2 where comparisons were made with

respect to the pleasure and pain principle, the unity principle and self principles, support was found to indicate that qualities missing in the original home were compensated for and present in the current home.

General research questions and specific hypothesis are presented for each of these three themes in Tables 2, 3 and 4 respectively.

Table 2

General Research Questions and Specific HypothesesPlaces and a Sense of Self

| General Research Questions  | Relevance  | Related Hypotheses  |
|---|--|---|
| <p>How do places contribute to a sense of self?</p> <p>Are Place-Identity needs reflective of different life experiences?</p> | <p>Determining needs may help facilitate provision of appropriate places.</p>                              | <p>1. Homeless youth will cite different favourite places as a child to non-homeless. (Homeless away from home; non-homeless closer to home).</p> <p>2. Homeless will cite different current favourite places to non-homeless. (Homeless closer to home and surrounds; non-homeless away from home).</p> <p>3. Homeless will prefer different aspects of the original home. (Homeless will prefer 'hidden' or private places whilst non-homeless will prefer public and open aspects of the home).</p> <p>4. Homeless youth will prefer different aspects of the current home to those selected by non-homeless. (Homeless will now seek open places whilst non-homeless will seek more private areas).</p> |
| <p>Is there consistency in Place-Identity needs between childhood and adolescence?</p>  | <p>To determine whether restorative qualities are pervasive or a reflection of individual development.</p> | <p>1. There will be consistency in choice in childhood and current favourite places.</p> <p>2. There will be consistency in choice in preferred aspects of the original and current home.</p>   |

Table 3

**General Research Questions and Specific Hypotheses**  
**Places and Self-Equilibrium**

| General Research Questions   | Relevance  | Related Hypotheses  |
|--|--|---|
| How do place assist in self-equilibrium?<br>What adaptive functions do they provide? | To determine the psychological role of places and how they contribute to self-equilibrium. | <p>1. Homeless youth will have difference reasons for selecting favourites places as a child to those expressed by the non-homeless group. (Homeless will seek out places to escape from problems and avoid others seeking peace whilst non-homeless will seek out places where they can be connected with others).</p> <p>2. Homeless youth will have different reasons for selecting current favourite places. (Homeless will now gravitate towards the home for connectedness with others).</p> <p>3. Homeless will have different reasons for preferring aspects of the original home. (Homeless youth will indicate a need for safety and privacy whilst non-homeless will seek to be with others).</p> <p>4. Homeless youth will have different reasons for preferring aspects of the current home to non-homeless youth. (Homeless will now seek to reveal their public self whilst non-homeless will be fostering individuality).</p> |



Table 4

General Research Questions and Specific HypothesesActive Self-Regulatory Mechanisms Operating in the Home

| General Research Questions  | Relevance   | Related Hypotheses   |
|---|---|--|
| Are Korpela's (1989) principles operationalized in homes to distinguish original and current experiences? | To determine the psychological role of the home and its restorative nature. | 1. Homeless youth with report more absence of Korpela's principles in the original home and a presence in the current home.                                |
| How are these two home environments restorative?  |   | 2. Homeless and non-homeless youth will use the current home restoratively to reconstitute aspects of themselves not fully developed in the original home. |

## CHAPTER 4

### **The Present Research:**

#### **Application of Place-Identity Theory to the Issue of Homelessness**

#### **(The Main Inquiry)**

##### Rationale

In reviewing the literature of Place-Identity and the home, key questions emerged to be addressed in the exploratory study where the association between homelessness and Place-Identity achieved some initial credibility. The restorative nature of the home seemed to be operating for the pilot sample with subjects intuitively gravitating towards places to promote a stronger sense of self. Specific hypotheses concerning the psychology of place were formulated to be further explored in this second part, the main inquiry. The exploratory study created a sense of direction in that administrative procedures were clarified, decisions related to the intended population were made, and importantly, salient themes that arose could now be used to determine attitudes that would be central for investigation in the main inquiry.

##### Objectives

The principal aim of the main study is to consolidate the importance of Place-Identity theory in order to create a broader understanding of the social issue of homelessness and to accentuate the significance of the physical environment. By further exploring the psychological role of the home, and the self-regulatory functions seemingly inherent in this place, evidence might be obtained to clarify the

true picture of the home in its full impact on the development and maintenance of the self.

### Subjects

The target population included eighty subjects comprised of forty homeless and forty non-homeless youth aged between 14-20 and living in Perth's inner and out suburbs. Overall males ( $n = 33$ ) and females ( $n = 47$ ) were fairly evenly represented as were age groups with 41.7% being between the ages of 14-16 and 58.5% being between the ages of 17-20.

### Sampling Procedures

#### Homeless Sample.

Forty youth were randomly selected from 12 YSAP agencies located in Perth's inner and outer suburbs ranging from Armadale to Rockingham. As length of stay in accommodation services varies, an attempt was made to ensure all types were represented with respect to: short-term being 1-3 weeks, but often extended based on individual cases ( $n = 24$ ); medium term from 1-6 months ( $n = 10$ ); and long-term of more than one year ( $n = 6$ ). Males ( $n = 18$ ) and females ( $n = 22$ ) were fairly evenly distributed and all ages between 14-20 catered for. All the youth in this sample had been forced to leave home due to adverse circumstances. With respect to their current lifestyle, they were attending school, studying at technical colleges, working or unemployed.

#### Non-Homeless Sample.

The forty non-homeless youth were chosen to be representative of youth in the broader community and every attempt was made to match the homeless population with respect to geographical location, age, gender and

lifestyles. To this end three sections of the community were targeted:

- youth (aged 14-17) who had left home and were now living with relatives or friends in order to attend school ( $n = 12$ ).
- youth (aged 18-20) who had chosen to leave the family home to live alone or with others and were either unemployed ( $n = 9$ ), working ( $n = 10$ ) or attending a tertiary institution ( $n = 8$ ).

Within this non-homeless sample, males ( $n = 15$ ) and females ( $n = 25$ ) were again fairly well represented as were respective age groups.

#### The Instrument

An instrument was devised to:

- capture the Place-Identity needs of youth (aged 14-20)
- ascertain the psychological role of the home.

Characteristics of the population and the inclusion of a homeless and non-homeless group dictated the required format.

#### Format

Following the exploratory study, a decision was made to conduct personal interviews using a structured schedule. This format was chosen due to the following advantages:

- it would allow greater flexibility
- the researcher could read out questions and clarify aspects if required
- sequencing of questions could be controlled
- more expressive and spontaneous responses would be promoted by not using pre-determined categories.

(Shaughnessy & Zechmeister, 1990, p.91)

It must be acknowledged that there are disadvantages with this approach with respect to the time involved and the potential for interviewer bias. To reduce these negative affects, time limits needed to be set to a maximum of 30 minutes per subject and question wording strictly adhered to with probes being used judiciously.

#### Guiding Principles for Writing Items

As with the exploratory instrument, the current interview schedule was formulated to achieve simplicity, understandability and a sensitivity towards the psychological well-being of subjects. Every attempt was made to adhere to the following criteria for 'good' items suggested by Shaughnessy and Zechmeister (1990):

- include vocabulary that is simple, direct and familiar to all respondents
- be clear and specific
- not involve leading, loaded and double barreled questions
- include all conditional information prior to the key ideas (p.110).

#### Guiding Principles for Ordering Items

A funnel approach was essentially used to focus on general issues related to place first. This constituted a 'warm-up', leading to more specific questions. Sensitivity towards the subjects again directed the order. The order, alternating potential positive and negatively valenced responses, would also preclude a fixed mental set and reduce primacy and

recency effects in the current instrument.

### Design Features of the Instrument

The main criteria for the layout was efficiency of use by the researcher as the instrument itself was not intended to be viewed by subjects. It involves 3 components (see Appendix F):

1. The introductory letter outlining the research, clarifying what is required of subjects and providing spaces for respective signatures.
2. The instrument itself including two sections:

#### Part 1

Contains 23 numbered questioned in a free response format with pre-determined coding categories devised from responses given in the exploratory study. It is important to emphasize that these are not viewed by the subjects but are given to assist the researcher to score responses quickly and accurately and also to facilitate later analysis. The following example is given for clarification:

Q.7 How old are you? (Age in years)

|                 |   |
|-----------------|---|
| Younger than 12 | 1 |
| 12              | 2 |
| 13              | 3 |
| 14              | ④ |
| 15              | 5 |
| 16              | 6 |

17

7

18-20

8

The 4 being circled indicates that the subject is 14 years of age.

All questions 1-23 follow this format with 'don't know' and 'other' categories provided where necessary. Q.24 on the ideal home requires the researcher to write down the response and lines are provided.

3.

### Part 2

Involves a numerical scale (not at all = 1, very little = 2, some = 3, quite a lot = 4, a lot = 5). A written instruction statement asks subjects to assign a quantitative measure to seven qualities (five statements in each) with respect to the original and current home. Special cards are provided to facilitate readability for subjects and to clarify the task.

### General Categories

Salient themes emerged from the exploratory study to suggest the central categories for the current instrument. Part 1 includes demographic details, favourite places, preferred aspects of the original and current home to address Kaplan's (1983) notion of the restorative nature of place. Part 2 focuses on Korpela's (1989) self-regulatory principles of Pleasure and Pain, Unity and Self leading to seven subcategories.

Specific Categories with Descriptions of Content and Reasons for  
Inclusion

Part 1

Demographic details.

Demographic details such as gender, age, type of residence, type of support and length of stay in current residence, have been placed first in accordance with the following statement by Shaughnessy and Zechmeister (1990):

"In surveys involving personal interviews, demographic questions are frequently asked at the beginning because they are easy for the respondents to answer, thus bolstering the respondent's confidence. This also allows time for the interviewer to establish rapport before asking more sensitive questions" (p.115)

Demographic details are included as they provide information regarding the target population and facilitate analysis related to these factors. It is possible for example to address gender and age differences in relation to place needs. Type of residence has dual purposes: to distinguish the two populations (homeless/non-homeless) and to differentiate between terms of accommodation. Types of support alludes to support networks and degree of supervision. Time spent in current residence may foster different perceptions and associations with places.

Favourite places.

Questions numbered 6-11 refer to favourite places. Question 6-8 explore the subject's favourite place as a child whilst Q's 9-11 focus on current favourite places. Q's 6 and 9 are filter questions to determine if



subjects have a favourite place with a 'no' response precluding further questions in each section. The questions that follow the filter ask subjects to identify the favourite place and provide reasons for this preference.

Questions on favourite places as a child aim to gain an impression of childhood interactions with favourite places in a non-threatening way by eliciting positive images. The aim is to establish retrospective links with places to determine their importance to the individual and in particular to identify the type of places that have positive connotations. An exploration of their current favourite places is again to focus on the contribution of places to self-identity. This comparison (childhood/current) has implications leading to a consideration of whether Place-identity needs are held constant within the individual or whether they vary with age.

#### Original home.

Questions 12-18 focus on the original home and as such potentially represent the most sensitive aspect. Every attempt has been made in formulating questions to focus on the physical rather than emotive environment. Question 12, 13 and 14 aim to determine memory and attachment to the physical aspects of the original home and specifically identify which aspects of the home, if any, subjects developed an affinity with. The reasons for this preference aims to investigate the role of the home in creating a sense of self. Questions 15 and 16 are included because age of leaving home reflects a maturational factor possibly associated with Place-Identity whilst the reason for leaving may suggest aspects that inhibit positive associations with places.

Questions 17 and 18 relate to Fried's (1963) work to determine residual emotions attached to the original home.

#### The Current home.

The main reason for including aspects about the current home was to explore the restorative aspects of the home and its role in self-equilibrium. Question 20 on preferred aspects provides insight into whether similar areas are preferred in current residences whilst Question 21 alludes to reasons for preferred aspects. Questions 22 and 23 are connected in that if subjects are approaching a time when they are required to leave this may impact on their feelings related to the home.

#### Part 2

Aims to elaborate on Korpela's (1989) concept of Place-Identity by introducing five statements related to each of the following seven categories; enjoyment, privacy, self-image, control, togetherness, clearing one's mind and aesthetics of place. The main emphasis is determining if aspects measuring low on the original home have been balanced or counteracted in the current home environment supporting Korpela's idea that people have an intuitive sense of what they need.

#### Validity of the Instrument

The exploratory study established both face and content validity (test content covers representative sample of the domain to be measured) with the construction of items being modified due to suggestions given by subjects in the pilot sample and administrative personnel.

#### Reliability of the Instrument

A SPSS/PC+ system file was created to test the internal

consistency of items for each of the categories in Part 2. Two reliability coefficients are computed by the subprogramme the Model = Alpha specification: Cronbach alpha and a coefficient labelled standardized item alpha which are presented in Tables 5 and 6.

Table 5

Reliability coefficients for categories related to the original home

| Category            | Alpha | Standardised Item |
|---------------------|-------|-------------------|
| Enjoyment           | .9451 | .9461             |
| Privacy             | .8436 | .8440             |
| Self-Image          | .9558 | .9559             |
| Control             | .7809 | .7731             |
| Togetherness        | .9183 | .9180             |
| Clearing one's mind | .9544 | .9548             |
| Aesthetics          | .9156 | .9155             |

Table 6

Reliability coefficients for categories related to the current home

| Category            | Alpha | Standardized Item |
|---------------------|-------|-------------------|
| Enjoyment           | .8769 | .8790             |
| Privacy             | .8930 | .8946             |
| Control             | .7444 | .7463             |
| Togetherness        | .8430 | .8476             |
| Clearing one's mind | .8358 | .8437             |
| Aesthetics          | .7782 | .7870             |

Whilst both issues of validity and reliability have been adequately addressed, due to working in an environment psychology paradigm it is

important to argue for a consideration of two related concepts. Brown and Sime (1981) replace checks of validity and reliability with 'authenticity' and 'attestability'. Authenticity is a check of research vigour and attestability can be described as making explicit the checks.

#### Procedure

Administrative procedures were clarified in the exploratory study and networking with agencies established. Similar procedures were adhered to in the main inquiry focusing on a collaborative process to address issues of mutual importance and to meet requests of the respective agencies. Emphasis was given to ensuring the psychological welfare of subjects and a commitment made to obtaining meaningful information on the Place-Identity needs of youth with a particular emphasis on the home.

#### Access To the Respective Samples

##### Homeless sample.

Twelve Agencies were initially contacted by phone, appointments made with respective personnel and meeting times scheduled to discuss the proposal and means of access to youth in the respective accomodation services. Three agencies preferred the researcher to meet with the group of residents collectively for a meal or during a meeting so that the researcher could negotiate with the youth to participate, whereas the remaining preferred to discuss the project with residents and then arrange meeting times. Respect was given to the agencies in this regard. Administrative personnel gave written permission for access in all circumstances.

### Non-homeless sample.

Permission to interview the non-homeless group was obtained from those acting in loco-parentis if the youth were between the ages of (12-16) whilst those older subjects (17-20) personally gave their written consent.

Contact was made with three School Psychologists known to the researcher to procure access to the school group. The working and unemployed group were introduced to the researcher by people who have personal contact with youth in this situation and the tertiary sample was obtained from Edith Cowan University.

### Contact with Subjects

#### Approach and place of interview.

Every attempt was made to have a friendly and accepting approach towards the subjects and to convey this using appropriate language. Consistency was established by the researcher personally interviewing subjects and taking sole responsibility for this process.

All subjects were interviewed individually in venues selected by them and deemed appropriate by both the administrative personnel and the researcher to ensure confidentiality and personal safety. The 30 minutes allocated was broken down into the following components:

the preamble to introduce the project, introductory letter,  
conditions of participation, assurance of confidentiality and  
anonymity. (5 mins)

the interview schedule presented in the set order (20 mins)

the debriefing to allow for:

- feelings related to the task

- residue emotions activated by questions to be safely aired in a supportive climate
- subjects to ask question if required
- to personally thank subjects. (5 mins)

Every attempt was made to keep interviews to this time frame, however, opportunities were given for more discussion if it was deemed constructive for subjects and meaningful to the research.

#### Ethical Considerations

The Ethics Committee of Edith Cowan University approved the project and the following ethical procedures were adhered to:

- all subjects gave informed consent
  - confidentiality and anonymity was assured and maintained;
- subjects were permitted to refuse to participate and without penalty. They could also refuse to answer any question and could terminate at any stage
- care was taken to protect the psychological well-being of subjects through the use of a sensitive questionnaire and informal interviewing style based on the qualities of genuineness and acceptance.

These conditions were sanctioned by the administrative personnel and appreciated by the subjects who willingly participated.

#### Time Schedule

All interviews were conducted during the period between May-August 1992 with most completed by July. Geographical areas were

mapped out to ensure efficiency of travel with half days allocated to accomodate the following times, 9.00 - 12.00pm or 5.00 - 9.00pm. The night times were required to accomodate subjects with work or study commitments.

## CHAPTER FIVE

### Results of the Current Research

#### Introduction

The association between Place-identity and self-identity was raised in the literature review in Chapter 2 where it was suggested that places play an important role. Most particularly the home was posited as being significant and central to this process. This chapter aims to provide further evidence for Place-Identity theory and establish its contribution to the social issue of homelessness, with the psychological impact of the home being a major consideration.

#### Current Issues

The presentation of the results will be directed by the salient themes that emerged from the exploratory study detailed in Chapter 3 to include the following three sections:

- places and a sense of self
- places and self-equilibrium
- the active self-regulatory mechanisms specifically operating in the home.

#### Relationship of sections to the interview schedule.

Sections 1 and 2 addressing the promotion of a sense of self and self-equilibrium pertain to Part 1 of the interview schedule and section 3 focusing on the self-regulatory mechanisms pertains to Part 2.

#### Analysis Issues

The SAS package for personal computers was used for the statistical analysis represented in the results. Before analyzing the data,



categories of responses were content coded by the researcher and two independent others in order to obtain the final categories used (see Appendix G).

Reliability co-efficients for Part 2 of the instrument, as reported in Chapter 4, attest to the internal consistency of the items. Checks for outliers were made and assumptions of statistical tests explored beforehand to ensure appropriateness. Data obtained were subjected to Chi-Square Analysis and Mixed Anova.

#### Decision criteria for significance levels.

Where multiple comparisons are used, problems of increased family-wise errors are acknowledged, however, differences at alpha .05 in this research have been regarded as being of interest and have been noted as such. This decision was made due to the exploratory nature of the research and its aim to increase awareness about a socially disadvantaged and little understood group in the community. The objective is to provide an overall 'picture' of place needs and it is therefore arguably more important to consider patterns that emerge and determine if results are consistent with the underlying thread before abandoning them. Brown and Sime (1982) in support suggest that "the potential complexity of data is reduced to manageable and useful profiles not by number crunching but but demonstration of the power of strongly recurring patterns" (p.88).

#### Format of the Results

The results will be presented in terms of the three sections outlined earlier in the chapter with additional data pertaining to demographic details

providing essential background information.

The following order will be used to present results related to:

- Part 1 of the interview schedule and including frequency data and Chi-Square results.
- Part 2 of the interview schedule and including Mixed Analysis of Variance results and overall frequency distributions of the seven qualities (home x group).

Figures and tables have been used to elucidate the results and where possible will adhere to standards stipulated in the Manual of the American Psychological Association (1991).

### Results

#### Demographic Data

Overall frequency data is presented for age leaving the original home (Q.15), reasons for leaving (Q.16) and the intended stay in the current home (Q.22) in Figures 7, 8 and 9 respectively. Chi-Square results for these factors are given in Tables 7, 8 and 9.

Age leaving the original home

From Figure 7 it seems that most youth leave the original home around the ages of 15 and 16.

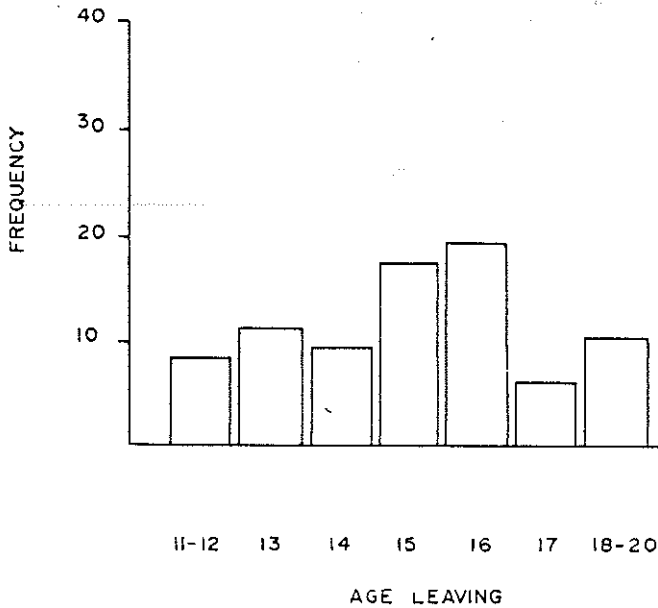


Figure 7. Frequencies of age leaving the original home over the total population ( $N = 80$ ).

Table 7

Chi-Square Results for Age Leaving the Original Home

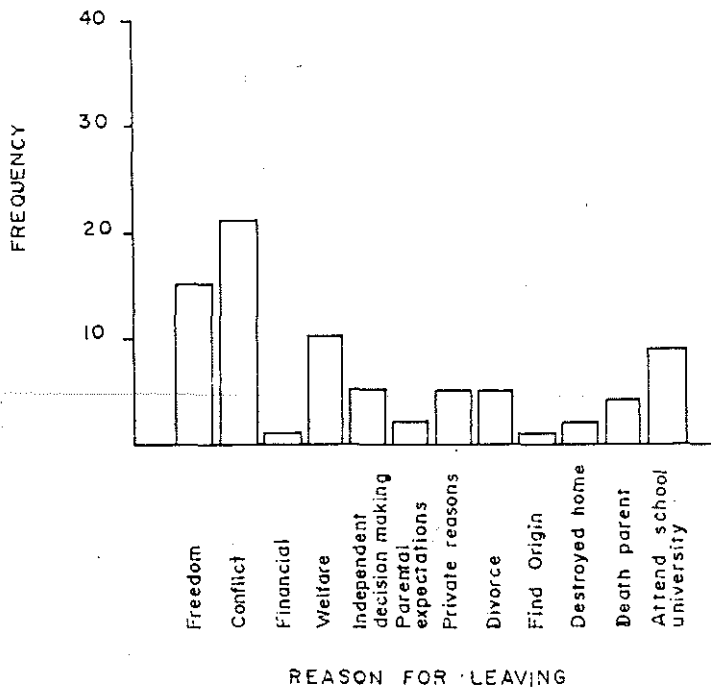
| Groups        | 11-15 |        | 16-20 |        | Row Totals |       |
|---------------|-------|--------|-------|--------|------------|-------|
|               | N     | %      | N     | %      | N          | %     |
| Homeless      | 33    | (82.5) | 7     | (17.5) | 40         | (50)  |
| Non-Homeless  | 12    | (30)   | 28    | (70)   | 40         | (50)  |
| Column Totals | 45    | (56.3) | 35    | (43.8) | 80         | (100) |

$$\chi^2 (1, N = 80) = 22.40, p < .05$$

Results indicate marked differences between the groups. Homeless youth tend to leave home in early adolescence whereas youth in the non-homeless sample leave during late adolescence.

Reasons for leaving the original home

As evident in Figure 8 conflict was a central reason for leaving as was the desire for freedom.



**Figure 8.** Frequencies of reason for leaving the original home over the total population ( $N = 80$ ).

**Table 8**

Chi-Square for Reason for Leaving the Original Home

| Groups        | Instrumental |        | Detriment |        | Row Totals |       |
|---------------|--------------|--------|-----------|--------|------------|-------|
|               | N            | %      | N         | %      | N          | &     |
| Homeless      | 7            | (17.5) | 33        | (82.5) | 40         | (50)  |
| Non-Homeless  | 23           | (57.5) | 17        | (42.5) | 40         | (50)  |
| Column Totals | 30           | (37.5) | 50        | (62.5) | 80         | (100) |

$$\chi^2 (1, N = 80) = 13.65, p < .05$$

Homeless youth cite different reasons for leaving the original home than do non-homeless youth. Homeless youth reported leaving home primarily due to dysfunctional family aspects whereas most non-homeless presented more instrumental reasons.

Intended Length of Stay in Current Home

Figure 9 reveals that a large number of youth intend to stay for a period between 2-6 months with longer stays also indicated.

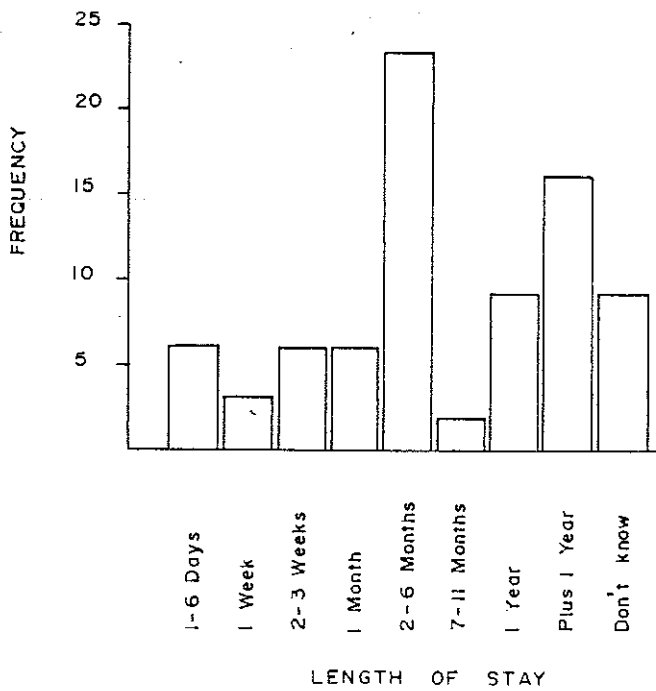


Figure 9. Frequencies for intended length of stay in current home over the total population ( $N = 80$ ).

Table 9

Chi-Square Results for Intended Length of Stay in the Current Home

| Groups       | 1-3 wks |        | 1-6 mths |        | 7 mths -1 year |        | Row Total |       |
|--------------|---------|--------|----------|--------|----------------|--------|-----------|-------|
|              | N       | %      | N        | %      | N              | %      | N         | %     |
| Homeless     | 12      | (30)   | 22       | (55)   | 6              | (15)   | 40        | (50)  |
| Non-homeless | 3       | (7.5)  | 9        | (22.5) | 28             | (70)   | 40        | (50)  |
| Column Total | 15      | (18.8) | 31       | (38.8) | 34             | (45.2) | 80        | (100) |

$$\chi^2 (2, N = 80) = 25.09, p < .05$$

Homeless youth differ from non-homeless youth with respect to the length of time they intend staying in their current home. Homeless youth indicate that their probable length of stay is more likely to be 1-6 months, whereas non-homeless cite longer periods of up to or more than one year.

Places and a Sense of Self

Results are presented for:

- favourite places as a child (Q.7)
- current favourite places (Q.10)
- preferred aspects of the original home (Q.13)
- preferred aspects of the current home (Q.20)

Frequency data for the selection of favourite places and preferred aspects of homes is presented in Figure 10, 11, 12 and 13 with respective Chi-Square results revealed in Tables 10, 11, 12, and 13.

To facilitate comparisons, frequency data for both favourites places as a child and current favourites places precede the Chi-Square results. A

similar format is used for preferred aspects of the original and current home.

Favourite places as a child.

Figure 10 indicates that there were a range of places selected that reflect an emphasis on the home and its immediate surrounds and places external to the home. The selection includes both the natural (bush, beach, near water) and the built environment (aspects of the home and other buildings).

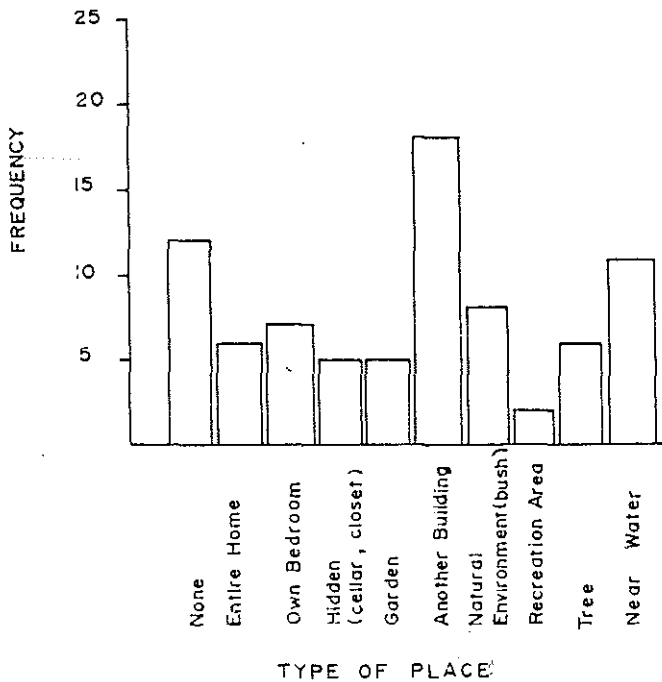
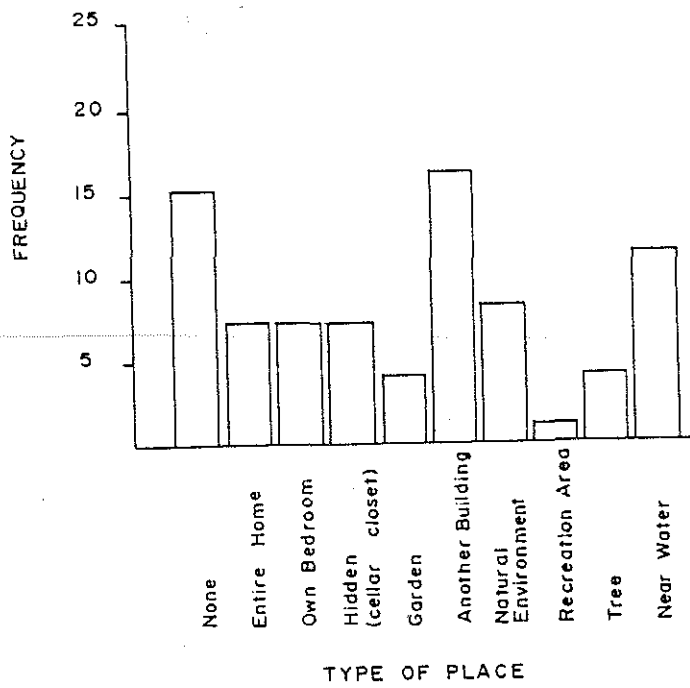


Figure 10. Frequencies for favourite place as a child over the total population ( $N = 80$ ).

Current favourite places.

As revealed in Figure 11 a range of places were again selected with some places that were common in childhood remaining so.





**Figure 11.** Frequencies for current favourite place over the total population ( $N = 80$ ).

Table 10

Chi-Square Results for Favourite Places as a Child

| Groups        | No favourite place |        | Home/ immediate surrounds |        | Away from from |        | Row Totals |       |
|---------------|--------------------|--------|---------------------------|--------|----------------|--------|------------|-------|
|               | N                  | %      | N                         | %      | N              | %      | N          | %     |
| Homeless      | 9                  | (22.5) | 4                         | ((10)  | 27             | (67.5) | 40         | (50)  |
| Non-Homeless  | 3                  | (7.5)  | 14                        | (35)   | 23             | (57.5) | 40         | (50)  |
| Column Totals | 12                 | (15)   | 18                        | (22.5) | 50             | (62.5) | 80         | (100) |

$$X^2 (2, N = 80) = 8.88, p < .05$$

As evident in Table 10 there are differences between the groups with homeless youth reporting a greater instance of having no favourite place and also selecting favourites places away from the home. No age [ $X^2 (2, N = 80) = .514 p > .05$ ] or gender [ $X^2 (2, N = 80) = 3.27 p > .05$ ] differences were noted (see Appendix H).

Table 11

Chi-Square Results for Current Favourite Place

| Groups        | No favourite place |        | Home/ immediate surrounds |        | Away from from |        | Row Totals |       |
|---------------|--------------------|--------|---------------------------|--------|----------------|--------|------------|-------|
|               | N                  | %      | N                         | %      | N              | %      | N          | %     |
| Homeless      | 13                 | (32.5) | 5                         | (12.5) | 22             | (55)   | 40         | (50)  |
| Non-Homeless  | 2                  | (5)    | 13                        | (32.5) | 24             | (62.5) | 40         | (50)  |
| Column Totals | 15                 | (18.8) | 18                        | (22.5) | 47             | (58.8) | 80         | (100) |

$$X^2 (2, N = 80) = 11.81, p < .05$$

As evident in Table 11 there are also differences between the groups with respect to current favourite places. Homeless youth report more denial of favourite places and continue to show a preference for areas away from the home.

No age [ $X^2 (2, N = 80) = 3.24, p > .05$ ] or gender [ $X^2 (2, N = 80) = 1.15, p > .05$ ] differences were noted (see Appendix I).

Preferred aspects of the original home.

Within the original home there was a range of places preferred by individuals, however, as indicated in Figure 12, certain areas such as their own bedroom, the garden and the lounge room gained precedence. Many indicated the entire house being unable to differentiate a preferred aspect.

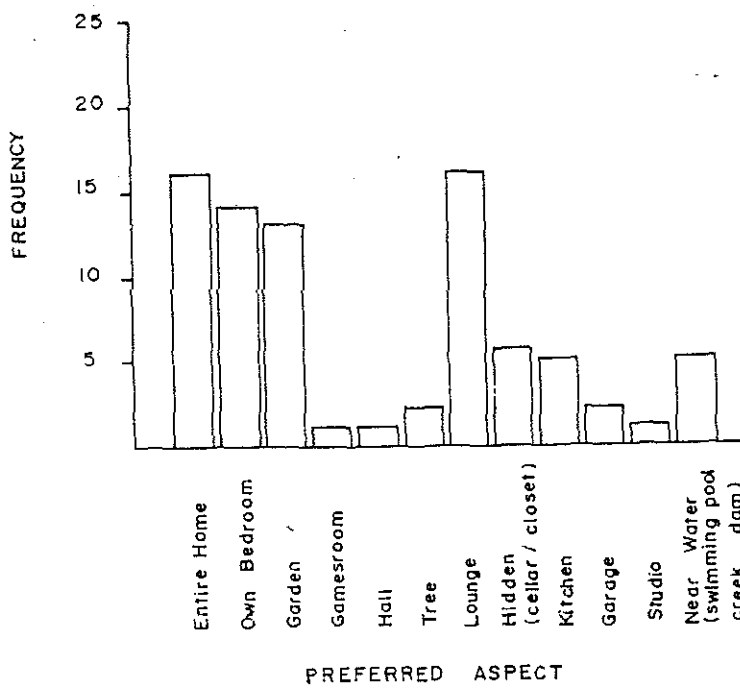


Figure 12. Frequencies for preferred aspect of the original home over the total population ( $N = 80$ ).

Preferred aspects of the current home.

A range of preferences for the current home is noted in Figure 13 with many again citing the entire house. The dining room is also introduced as a preferred aspect.

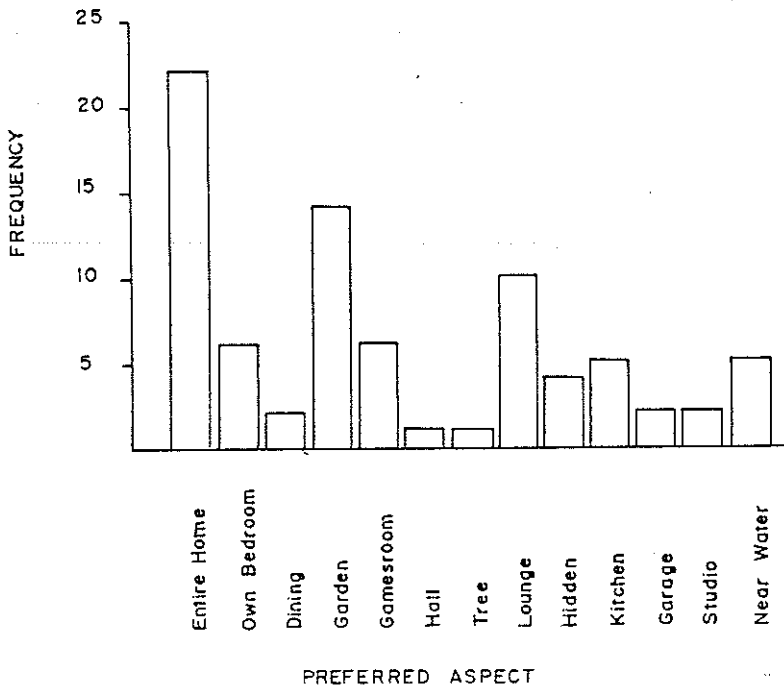


Figure 13. Frequencies for preferred aspect of the current home over the total population ( $N = 80$ ).

Table 12

Chi-Square for Preferred Aspect of the Original Home

| Groups        | Socializing,<br>contact |        | Solitary<br>non-contact |        | Row Totals |       |
|---------------|-------------------------|--------|-------------------------|--------|------------|-------|
|               | N                       | %      | N                       | %      | N          | %     |
| Homeless      | 15                      | (37.5) | 25                      | (62.5) | 40         | (50)  |
| Non-homeless  | 29                      | (72.5) | 11                      | (27.5) | 40         | (50)  |
| Column totals | 44                      | (55)   | 36                      | (45)   | 80         | (100) |

$$X^2 (1, N = 80) = 9.90, p < .05$$

As evident in Table 12 there are differences in regard to the preferred aspects in the original home between the two groups. Homeless youth gravitate towards solitary or non-contact areas whilst the non-homeless towards socializing areas to be with others.

No age [ $X^2 (1, N = 80) = 0.37, p > .05$ ] or gender [ $X^2 (1, N = 80) = .963, p > .05$ ] differences were noted (see Appendix J).

Table 13

Chi-Square Results for Preferred Aspect of the Current Home

| Groups        | Socializing<br>contact |        | Solitary<br>non-contact |        | Row Totals |       |
|---------------|------------------------|--------|-------------------------|--------|------------|-------|
|               | N                      | %      | N                       | %      | N          | %     |
| Homeless      | 25                     | (62.5) | 15                      | (37.5) | 40         | (50)  |
| Non-homeless  | 21                     | (52.5) | 19                      | (47.5) | 40         | (50)  |
| Column totals | 46                     | (57.5) | 34                      | (42.5) | 80         | (100) |

$$X^2 (1, N = 80) = 0.82, p > .05$$

Table 13 suggests that there are no marked differences between the homeless and non-homeless group with respect to preferences within the current home. A slight tendency is noted, however, for the homeless to now show an increased preference for communal areas and the non-homeless to seek more solitary areas.

No age [ $X^2 (1, N = 80) = .184, p > .05$ ] or gender [ $X^2 (1, N = 80) = .222, p > .05$ ] differences were noted (see Appendix K).

Places and Self-Equilibrium

Results are presented for:

- reasons for favourite place as a child (Q.8)
- reasons for current favourite place (Q.11)
- reasons for preferred aspect of the original home (Q.14)
- reasons for preferred aspect of the current home (Q.21)

Frequency data for the reasons given for favourite places and

preferred aspects of homes is presented in Figure 14, 15, 16 and 17 with respective Chi-Square results revealed in Tables 14, 15, 16 and 17. Consistent with the previous section, frequency data of reasons for favourite places as a child and current reasons precede the Chi-Square results. A similar format is used for reasons for preferring aspects of the original and current home.



Reasons for selecting favourites places as a child.

Favourite places appear to cater for a range of childhood needs as revealed in Figure 14. Three central functions are evident in the form of reflection, protection and socialization.

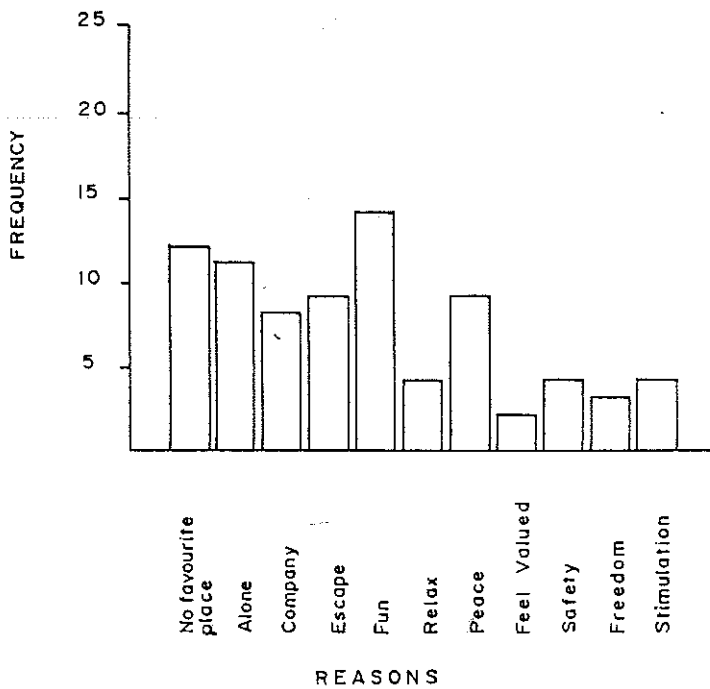


Figure 14. Frequencies for reasons for favourite place as a child over the total population ( $N = 80$ ).

Reasons for current favourite places.

As revealed in Figure 15, favourite places appear to cater for a range of current needs with the three functions of reflection, protection and socialization again being prominent.

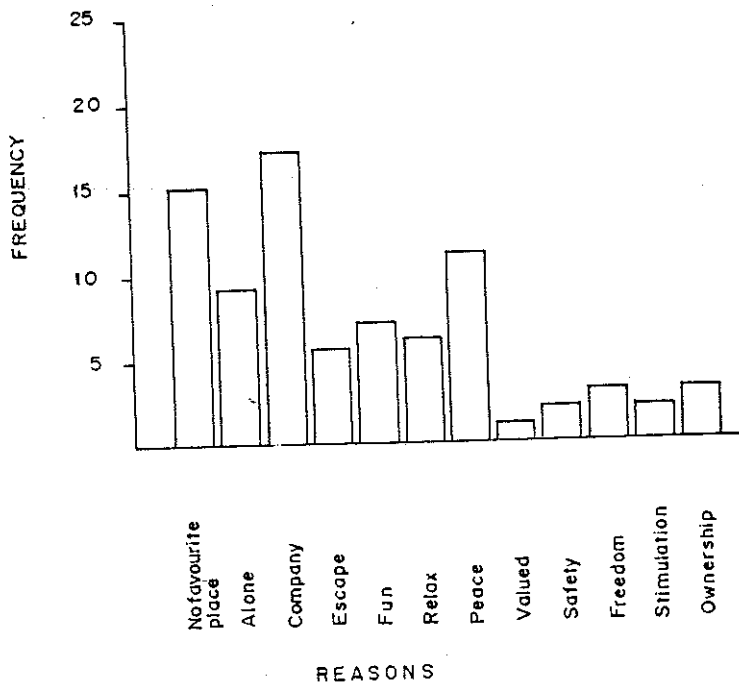


Figure 15. Frequencies for reason for current favourite place over the total population ( $N = 80$ ).

Table 14

Chi-Square Results for Reason for Favourite Place as a Child

| Groups        | NA |        | Reflection |      | Socialization |        | Protection |        | Row Totals |       |
|---------------|----|--------|------------|------|---------------|--------|------------|--------|------------|-------|
|               | N  | %      | N          | %    | N             | %      | N          | %      | N          | %     |
| Homeless      | 9  | (22.5) | 8          | (20) | 12            | (30)   | 11         | (27.5) | 40         | (50)  |
| Non-homeless  | 3  | (7.5)  | 16         | (40) | 17            | (42.5) | 4          | (10)   | 40         | (50)  |
| Column totals | 12 | (15)   | 24         | (30) | 29            | (36.3) | 15         | (18.8) | 80         | (100) |

$$X^2 (3, N = 80) = 9.80, p < .05$$

As evident in Table 14 there are differences between the groups in terms of reasons cited for favourite places as a child. Homeless youth have a stronger need for protection.

Age differences were noted as evident in Table 15 however results are cautioned due to larger numbers in the 16-20 age group.

Table 15

Chi-Square Results for Age and Reason for Favourite Place as Child

| Groups        | NA |        | Reflection |        | Socialization |        | Protection |        | Row Totals |         |
|---------------|----|--------|------------|--------|---------------|--------|------------|--------|------------|---------|
|               | N  | %      | N          | %      | N             | %      | N          | %      | N          | %       |
| 11-15         | 2  | (11.8) | 5          | (29.4) | 3             | (17.6) | 7          | (41.2) | 17         | (21.25) |
| 16-20         | 10 | (15.9) | 19         | (30.2) | 26            | (41.3) | 8          | (12.7) | 63         | (78.25) |
| Column totals | 12 | (15)   | 24         | (30)   | 29            | (36.3) | 15         | (18.8) | 80         | (100)   |

$$X^2 (3, N = 80) = 8.01, p > .05$$

No gender [ $X^2 (3, N = 80) = .303, p > .05$ ] differences were noted (see Appendix L).

Table 16

Chi-Square Results for Reasons for Current Favourite Place

| Groups        | NA |        | Reflection |        | Socialization |        | Protection |        | Row Totals |       |
|---------------|----|--------|------------|--------|---------------|--------|------------|--------|------------|-------|
|               | N  | %      | N          | %      | N             | %      | N          | %      | N          | %     |
| Homeless      | 13 | (32.5) | 7          | (17.5) | 17            | (42.5) | 3          | (7.5)  | 40         | (50)  |
| Non-homeless  | 2  | (5)    | 20         | (50)   | 14            | (35)   | 4          | (10)   | 40         | (50)  |
| Column totals | 15 | (32.5) | 27         | (33.8) | 31            | (38.8) | 7          | (8.75) | 80         | (100) |

$$X^2 (3, N = 80) = 14.76, p < .05$$

Table 16 indicates that the two groups cite different reasons for current favourite places with the homeless now seeking more socialization and the

non-homeless indicating a desire to be in places that afford reflection.

No age [ $X^2(3, N = 80) = 3.90, p > .05$ ] or gender [ $X^2(3, N = 80) = 3.52, p > .05$ ] differences were noted (see Appendix M).

Reasons for preferred aspect of the original home.

Overall a range of reasons were cited for preferring aspects of the original home as show in Figure 16 with the need for company being prominent. Four central functions emerge to include reflection, socialization, protection and identification.

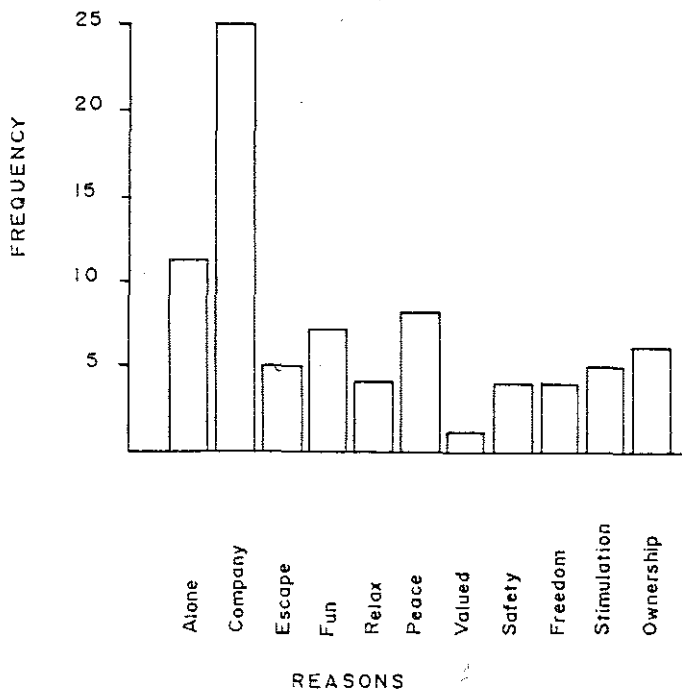


Figure 16. Frequences for reason for preferred aspect of the original home over the total population ( $N = 80$ ).

Reasons for preferred aspect of the current home.

Being alone, having fun, achieving peace and ownership were important reasons cited as revealed in Figure 17.

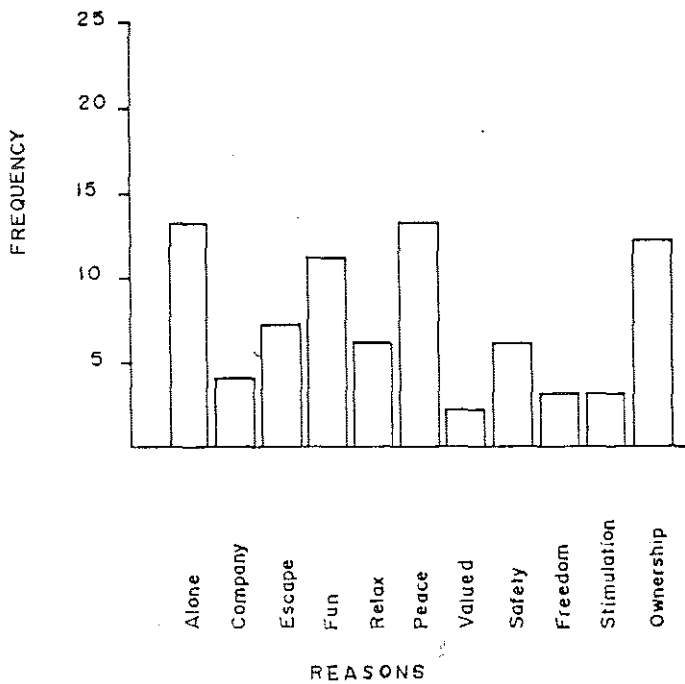


Figure 17. Frequencies for reasons for preferred aspect of the current home over the total population ( $N = 80$ ).

Table 17

Chi-Square Results for Reason for Preferred Aspect of the Original Home

| Groups        | Reflect. |        | Social. |        | Protect. |        | Ident. |        | Row Total |       |
|---------------|----------|--------|---------|--------|----------|--------|--------|--------|-----------|-------|
|               | N        | %      | N       | %      | N        | %      | N      | %      | N         | %     |
| Homeless      | 17       | (42.5) | 19      | (47.5) | 8        | (20)   | 1      | (2.5)  | 40        | (50)  |
| Non-homeless  | 11       | (27.5) | 18      | (45)   | 2        | (5)    | 9      | (22.5) | 40        | (50)  |
| Column Totals | 23       | (28.8) | 37      | (46.3) | 20       | (12.5) | 10     | (12.5) | 80        | (100) |

$$\chi^2 (3, N = 80) = 10.07, p < .05$$

The two groups report different reasons for preferring aspects of the original home as indicated in Table 17 with homeless desiring more protection and having less identification. (Categories collapsed according to Appendix G).

No age [ $\chi^2 (3, N = 80) = 1.80, p > .05$ ] or gender [ $\chi^2 (3, N = 80) = 1.50, p > .05$ ] differences were noted (see Appendix N).



Table 18

Chi-Square for Reason for Preferred Aspect of the Current Home

| Groups           | Reflect. |        | Social. |        | Protect. |      | Ident. |      | Row Total |       |
|------------------|----------|--------|---------|--------|----------|------|--------|------|-----------|-------|
|                  | N        | %      | N       | %      | N        | %    | N      | %    | N         | %     |
| Homeless         | 17       | (42.5) | 11      | (27.5) | 4        | (10) | 8      | (20) | 40        | (50)  |
| Non-             |          |        |         |        |          |      |        |      |           |       |
| Homeless         | 15       | (37.5) | 19      | (22.5) | 8        | (20) | 8      | (20) | 40        | (50)  |
| Column<br>Totals | 32       | (40)   | 20      | (25)   | 12       | (15) | 16     | (20) | 80        | (100) |

$$X^2 (3, N = 80) = 1.66, p > .05$$

Differences between the groups do not reach the alpha level of .05 however there is a tendency for the homeless to show increased levels of reflection and socialization. Interestingly the non-homeless report a stronger need for protection and a similar level of identification. No age [ $X^2 (3, N = 80) = 1.70, p > .05$ ] or gender [ $X^2, (3, N = 80) = 1.75, P > .05$ ] differences were noted (see Appendix N).

Table 19

Chi-Square Results for Age and Reason for Preferred Aspect of the  
Current Home

| Groups           | Reflect. |        | Social. |        | Protect. |        | Ident. |        | Row Total |        |
|------------------|----------|--------|---------|--------|----------|--------|--------|--------|-----------|--------|
|                  | N        | %      | N       | %      | N        | %      | N      | %      | N         | %      |
| 11-15            | 2        | (11.8) | 5       | (29.4) | 3        | (17.6) | 7      | (41.2) | 17        | (21.3) |
| 16-20            | 10       | (5.9)  | 19      | (30.2) | 26       | (41.3) | 8      | (12.7) | 63        | (78.8) |
| Column<br>Totals | 12       | (15)   | 24      | (30)   | 29       | (36.3) | 15     | (18.8) | 80        | (100)  |

$$X^2 (3, N = 80) = 8.00, p < .05$$

From Table 19 age differences are evident, however it is important to note the large percentage (78.8) in the 16-20 age group. No gender differences were found [ $X^2 (3, N = 80) = 2.56, p > .05$ ] (see Appendix O).

Transition to Results Pertaining to part 2 of the Interview Schedule

Before presenting results pertaining to more specific aspects of the home in Part 2 of the interview schedule, a broader overview is presented of perceptions of the home environment with a consideration of a further aspect from Part 1:

Description of the Original and Current Home

With respect to questions 12 and 19 asking youth to describe their original and current home, broad categories were formed to include affective responses such as 'homely, cosy, warm and clean', together with any affiliative comments relating to their intimate contact with others, to

be compared with purely physical descriptions attesting to the size, type of building, the materials used (brick/asbestos) and the number of rooms. Frequency data for descriptions are presented in Figure 18 and 19 with respective Chi-Square results given in Table 20 and 21.

Descriptions of the original home.

As shown in Figure 18 more youth commented on the physical structure of the home when asked to describe the original home.

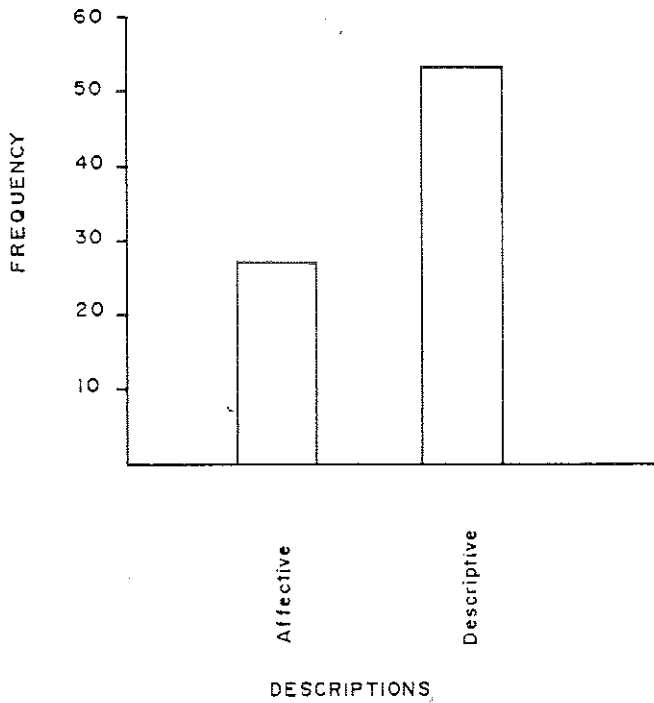


Figure 18. Frequencies for descriptions of the original home over the total population ( $N = 80$ ).

Descriptions of the current home.

As revealed in Figure 19 more affective comments were made when youth were asked to describe the current home.

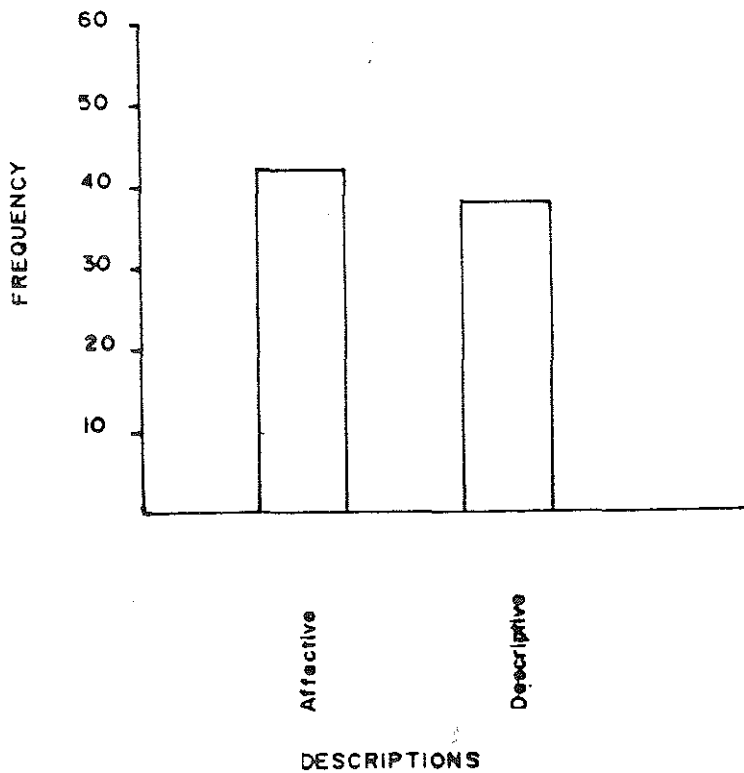


Figure 19. Frequencies for description of the current home over the total population ( $N = 80$ ).

Table 20

Chi-Square Results for Description of the Original Home

| Groups        | Affective |        | Descriptive |        | Row Totals |       |
|---------------|-----------|--------|-------------|--------|------------|-------|
|               | N         | %      | N           | %      | N          | %     |
| Homeless      | 9         | (22.5) | 31          | (77.5) | 40         | (50)  |
| Non-homeless  | 18        | (45)   | 22          | (55)   | 40         | (50)  |
| Column Totals | 27        | (33.8) | 53          | (66.3) | 80         | (100) |

$$X^2 (1, N = 80) = 4.53, p < .05$$

As evident in Table 20 homeless youth present descriptions of the original home that focus mainly on purely physical details whilst the non-homeless include affective components.

Table 21

Chi-Square Results for Description of the Current Home

| Groups        | Affective |        | Descriptive |        | Row Totals |       |
|---------------|-----------|--------|-------------|--------|------------|-------|
|               | N         | %      | N           | %      | N          | %     |
| Homeless      | 17        | (42.5) | 23          | (57.5) | 40         | (50)  |
| Non-homeless  | 25        | (62.5) | 15          | (37.3) | 40         | (50)  |
| Column Totals | 42        | (52.5) | 38          | (47.5) | 80         | (100) |

$$X^2 (1, N = 80) = 3.21, p < .05$$

As evident in Table 21 whilst more homeless youth use more affective comments concerning the current home they still rely on presenting mainly physical details.

Self-Regulatory Mechanisms Operating in the Home

Using the SAS GLM procedure a mixed factorial ANOVA was performed on the following seven qualities:

- enjoyment
- privacy
- self-image
- control
- togetherness
- clearing one's mind
- aesthetics

Group (homeless/non-homeless) was the between subjects factor and type of home (original/current) was the within subjects factor.

### Enjoyment

The Mixed Analysis of Variance for Enjoyment revealed:

a significant main effect for group

$$F(1,78) = 81.75, p < .05$$

a significant main effect for type of home

$$F(1,78) = 22.52, p < .05$$

a significant group x home interaction

$$F(1,78) = 20.18, p < .05$$

As can be seen in Figure 20 there is an ordinal interaction with differences between the homeless and non-homeless groups being noted in the original and current homes. For the homeless there is a greater change from the original to the current.



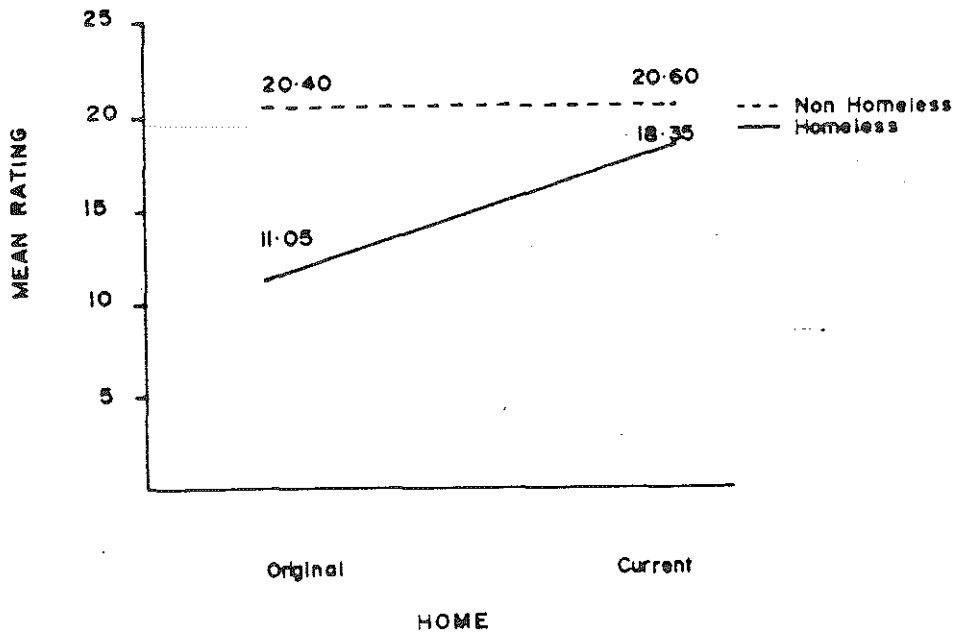


Figure 20. Mean rating Enjoyment in type of home (original and current) as a function of group (homeless/non-homeless)

Privacy

The Mixed ANOVA for Privacy revealed:

a significant main effect for group

$$F(1,78) = 30.89, p < .05$$

a significant main effect for type of home

$$F(1,78) = 6.43, p < .05$$

a significant group x home interaction

$$F(1,78) = 6.93, p < .05$$

As can be seen in Figure 21 there is an ordinal interaction with differences between the homeless and non-homeless groups being noted in the original and current home. For the homeless there is a greater change from the original to the current.

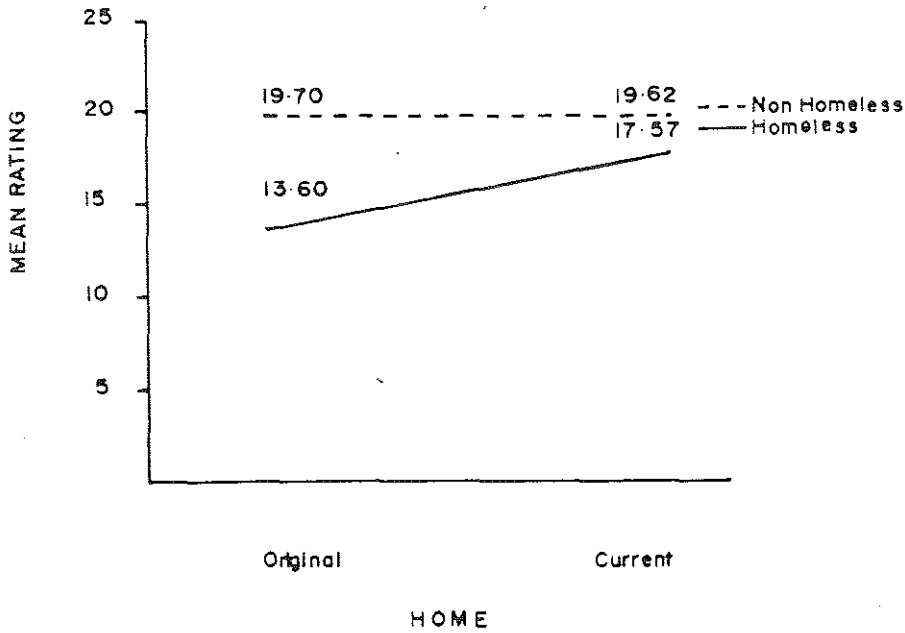


Figure 21. Mean rating Privacy in type of home (original/current) as a function of group (homeless/non-homeless)

### Self-Image

The Mixed ANOVA for Self-Image revealed:

a significant main effect for group

$$F(1,78) = 87.11, p < .05$$

a significant main effect for type of home

$$F(1,78) = 15.89, p < .05$$

a significant group x home interaction

$$F(1,78) = 17.90, p < .05$$

As can be seen in Figure 22 there is an ordinal interaction with differences between the homeless and non-homeless groups being noted in the original and current home. For the homeless there is a greater change from the original to the current.

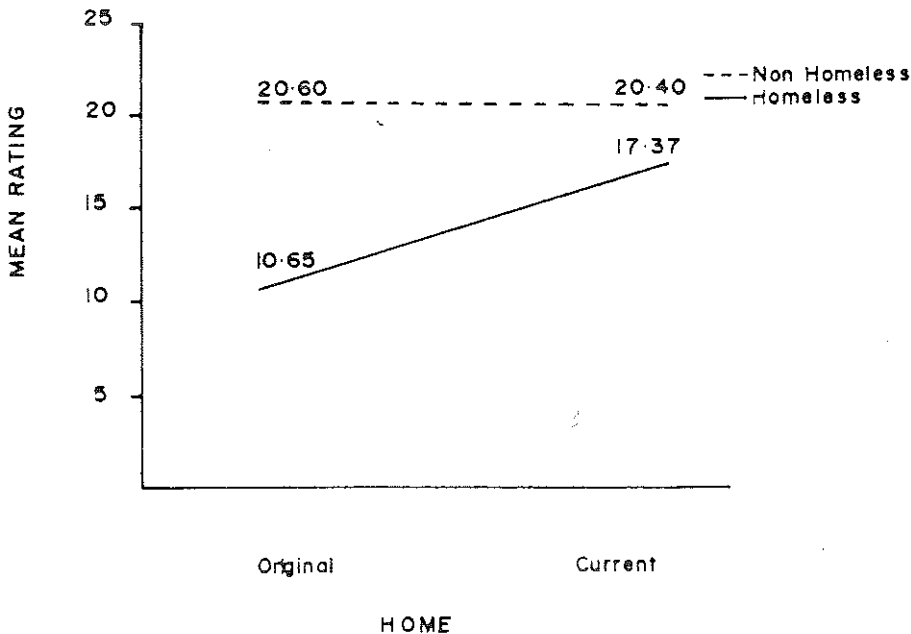


Figure 22. Mean rating Self-Image in type of home (original/current) as a function of group (homeless/non-homeless)

Control

The Mixed ANOVA for Control revealed:

a significant main effect for group

$$F(1,78) = 33.27, p < .05$$

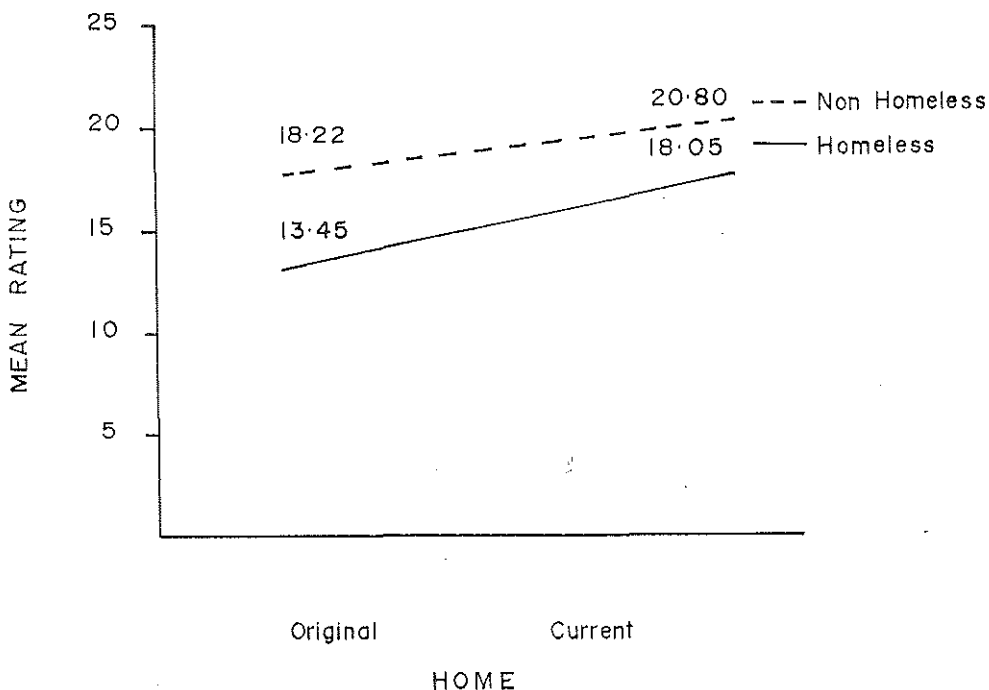
a significant main effect for type of home

$$F(1,78) = 26.39, p < .05$$

a significant group x home interaction

$$F(1,78) = 2.10, p < .05$$

As can be seen in Figure 23 there is an ordinal interaction with differences between the homeless and non-homeless groups being noted in the original and current home. For the homeless there is a greater change from the original to the current.



**Figure 23.** Mean rating Control in type of home (original/current) as a function of group (homeless/non-homeless).

### Togetherness

The Mixed ANOVA for Togetherness revealed:

a significant main effect for group

$$F(1,78) = 65.27, p < .05$$

a significant main effect for type of home

$$F(1,78) = 36.47, p < .05$$

a significant group x home interaction

$$F(1,78) = 22.69, p < .05$$

As can be seen in Figure 24 there is an ordinal interaction with differences between the homeless and non-homeless groups being noted in the original and current home. For the homeless there is a greater change from the original to the current.

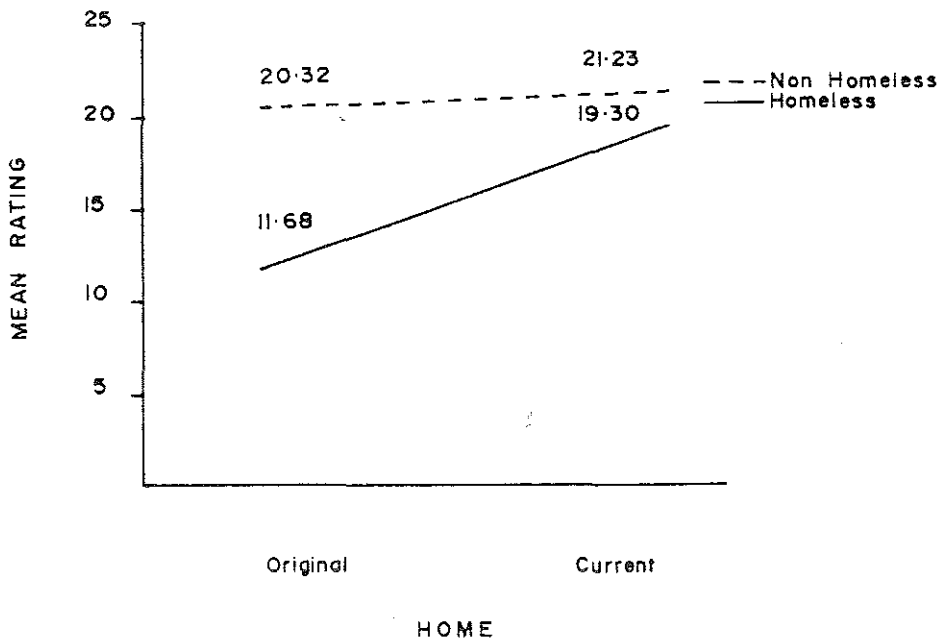


Figure 24. Mean rating Togetherness in type of home (original/current) as a function of group (homeless/non-homeless).

Clearing One's Mind

The Mixed ANOVA of Clearing one's mind revealed:

a significant main effect for group

$$F(1,78) = 86.60, p < .05$$

a significant main effect for type of home

$$F(1,78) = 18.43, p < .05$$

a significant group x home interaction

$$F(1,78) = 32.19, p < .05$$

As seen in Figure 25 there is an ordinal interaction with differences between the homeless and non-homeless groups being noted in the original and current home. For the homeless there is a greater change from the original to the current.

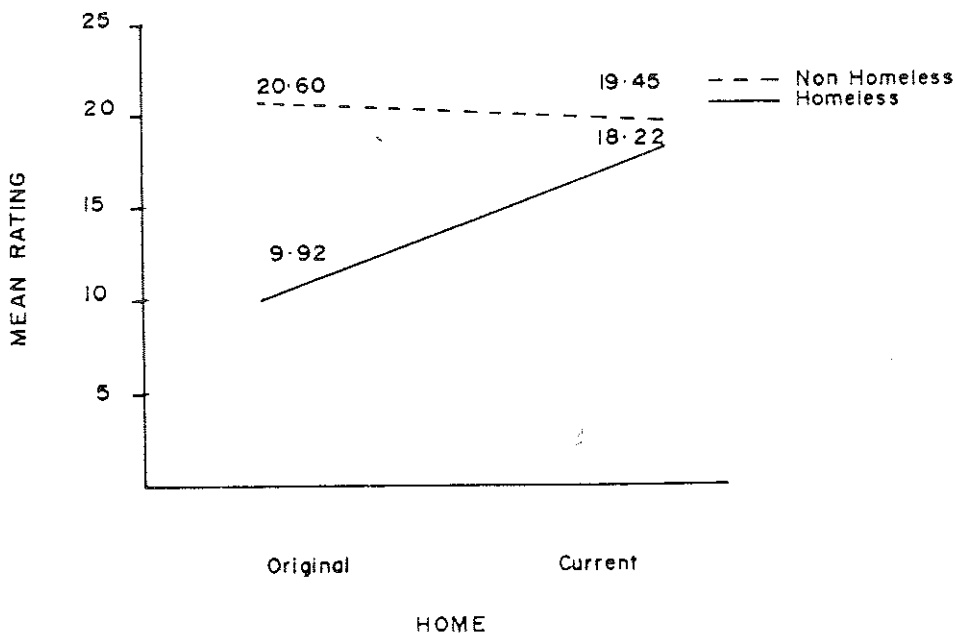


Figure 25. Mean rating Clearing One's Mind in type of home (original/current) as a function of group (homeless/non-homeless).

Aesthetics

The Mixed ANOVA for Aesthetics revealed:

a significant main effect for group

$$F(1,78) = 39.27, p < .05$$

a significant main effect for type of home

$$F(1,78) = 5.86, p < .05$$

a non-significant group x home interaction

$$F(1,78) = 0.32, p > .05$$

As seen in Figure 26 there is an ordinal interaction with differences between the homeless and non-homeless groups being noted in the original and current home, however, in this instance it is not at the stipulated alpha level of .05.

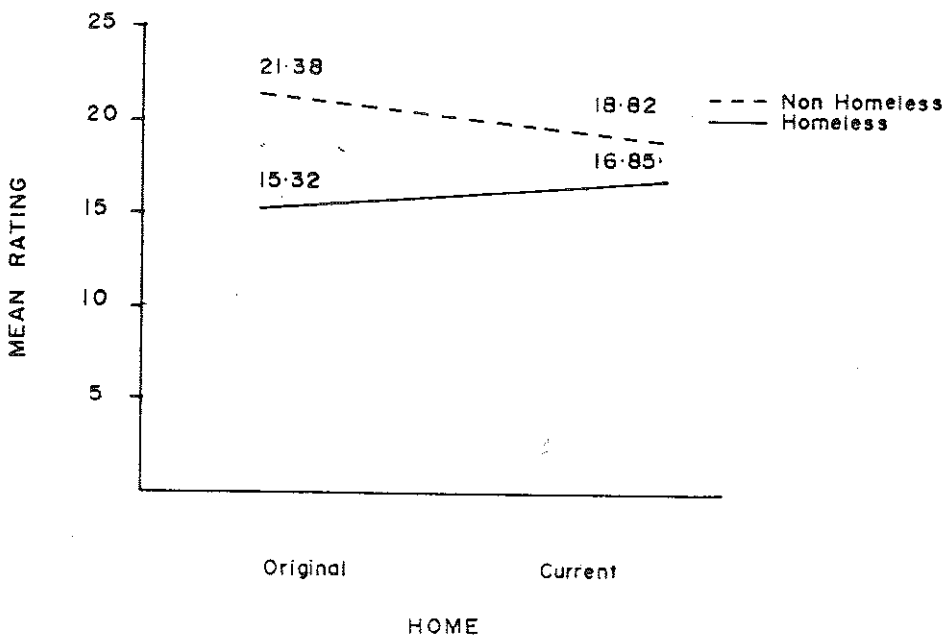


Figure 26. Mean rating Aesthetics in type of home (original/current) as a function of group (homeless/non-homeless).

Overall frequency distributions of the seven qualities over the two groups for both the original and current home are provided in Tables 22, 23, 24 and 25. Differences between the two groups (homeless/non-homeless) are accentuated for both the original and current homes. Tables 22 and 23 highlight a relative absence of the seven qualities for the homeless in the original home and a note presence for the non-homeless. Original homes for these groups particularly differentiate between the qualities 'Clearing One's Mind' and 'Togetherness'. The current home as evident in Tables 24 and 25 seems to more equitably promote the seven qualities highlighting improved levels of 'Togetherness' for the homeless and a greater sense of 'Control' for the non-homeless.



Table 22

Overall Frequency Distribution of the Seven Qualities in the Original  
Home (Homeless Group)

|   |               | SCALES      |             |      |           |       |
|---|---------------|-------------|-------------|------|-----------|-------|
|   |               | Not at all  | Very Little | Some | Quite Lot | A Lot |
| Q | Enjoyment     | 77          | 56          | 34   | 24        | 18    |
| U | Privacy       | 63          | 32          | 43   | 23        | 37    |
| A | Self-Image    | 78          | 56          | 34   | 24        | 18    |
| L | Control       | 60          | 62          | 37   | 16        | 25    |
| I | Togetherness  | 92          | 59          | 23   | 10        | 16    |
| T | Clearing One' |             |             |      |           |       |
| I | Mind          | 102         | 44          | 25   | 10        | 14    |
| E | Aesthetics    | 43          | 38          | 43   | 37        | 39    |
| S |               |             |             |      |           |       |
|   |               | FREQUENCIES |             |      |           |       |

Table 23

Overall Frequency Distribution of the Seven Qualities in the Original  
Home (Non-Homeless Group)

|             |               | SCALES     |             |      |           |       |
|-------------|---------------|------------|-------------|------|-----------|-------|
|             |               | Not at all | Very Little | Some | Quite Lot | A Lot |
| Q           | Enjoyment     | 7          | 10          | 33   | 60        | 90    |
| U           | Privacy       | 13         | 12          | 33   | 55        | 87    |
| A           | Self-Image    | 5          | 14          | 33   | 52        | 96    |
| L           | Control       | 10         | 24          | 60   | 39        | 67    |
| I           | Togetherness  | 5          | 19          | 30   | 50        | 96    |
| T           | Clearing One' |            |             |      |           |       |
| I           | Mind          | 7          | 13          | 27   | 55        | 98    |
| E           | Aesthetics    | 7          | 8           | 13   | 67        | 105   |
| S           |               |            |             |      |           |       |
| FREQUENCIES |               |            |             |      |           |       |

The current home is evident in Tables 24 and 25 seems to more equitably promote the seven qualities highlighting improved levels of 'Togetherness' for the homeless and a greater sense of 'Control' for the non-homeless.

Table 24

Overall Frequency Distribution of the Seven Qualities in the Current Home (Homeless Group)

|   |               | SCALES     |             |      |           |       |
|---|---------------|------------|-------------|------|-----------|-------|
|   |               | Not at all | Very Little | Some | Quite Lot | A Lot |
| Q | Enjoyment     | 12         | 21          | 56   | 47        | 64    |
| U | Privacy       | 26         | 23          | 37   | 47        | 67    |
| A | Self-Image    | 23         | 18          | 46   | 44        | 62    |
| L | Control       | 20         | 15          | 42   | 48        | 72    |
| I | Togetherness  | 12         | 15          | 37   | 60        | 76    |
| T | Clearing One' |            |             |      |           |       |
| I | Mind          | 20         | 15          | 47   | 53        | 61    |
| E | Aesthetics    | 19         | 30          | 42   | 52        | 57    |
| S |               |            |             |      |           |       |

FREQUENCIES

Overall Frequency Distribution of the Seven Qualities in the Current Home (Non-Homeless Group)

|   |               | SCALES     |             |      |           |       |
|---|---------------|------------|-------------|------|-----------|-------|
|   |               | Not at all | Very Little | Some | Quite Lot | A Lot |
| Q | Enjoyment     | 3          | 5           | 33   | 80        | 79    |
| U | Privacy       | 7          | 15          | 42   | 59        | 77    |
| A | Self-Image    | 0          | 9           | 43   | 71        | 77    |
| L | Control       | 1          | 19          | 35   | 37        | 108   |
| I | Togetherness  | 1          | 7           | 27   | 71        | 94    |
| T | Clearing One' |            |             |      |           |       |
| I | Mind          | 4          | 11          | 50   | 73        | 62    |
| E | Aesthetics    | 3          | 24          | 52   | 57        | 64    |
| S |               |            |             |      |           |       |

FREQUENCIES

## CHAPTER 6

### Discussion of Results

#### Introduction

The environmental psychology concept Place-Identity and its association with homelessness was investigated to determine the psychological significance of place and in particular the role of the home.

#### Summary of the Results

Statements of support or non-support for the specific hypothesis will be provided for the following three sections:

- places and a sense of self
- places and self-equilibrium
- the active self-regulatory mechanisms operating in the home

They will, however, be pre-empted by the presentation of demographic profiles of homeless and non-homeless youth to give an initial comparative understanding of the two groups.

#### Demographic Data

Chi-Square results indicate differences between the two groups with respect to:

- age leaving the original home
- reasons for leaving the original home
- intended length of stay in the current home

#### Age leaving the original home.

Consistent with the Burdekin Inquiry (1989) homeless youth tended to leave home in early adolescence that is between the ages of 11-15

whereas non-homeless youth left during late adolescence (refer to Table 7, Chapter 5).

Reasons for leaving the original home:

Zybrzycki's (1988) contention that fragmentation and reconstruction of families is a contributing factor to homelessness is reflected in the reasons cited for leaving the original home. Homeless youth tended to cite detrimental reasons acknowledging dysfunctional family aspects (conflict, abuse or divorce) whereas non-homeless youth left in their quest for independence citing instrumental reasons (freedom, independent decision-making, moving closer to school/university)(refer to Table 8, Chapter 5).

Intended length of stay in the current home.

The fluidity of the homeless population as attested to in the Burdekin Inquiry (1989) is also reflected in the current research with homeless youth appearing to have a more transient existence in that their intended length of stay is around 1-6 months. The non-homeless in comparison have more stability in residence with intended stays being for a period of 7 months or up to or more than 1 year (refer to Table 9, Chapter 5).

Conclusions Regarding the Demographic Data

Homeless youth appear to be a disparate population with respect to life experiences in childhood. There appears to be far more conflict in their home environment which precipitates premature leaving. The impact of life experiences on Place-Identity is an important issue as in this study, two youth actually report physically destroying their home (setting fire to

it, breaking objects/windows) which is consistent with Cooper's (1974) suggestion that vandalism of buildings occurs in response to violation of the self and the true picture of home.

The fact that homeless youth leave home at an early age may have developmental consequences particularly if places play a role in creating a sense of self. With intended lengths of stay in the current home being for primarily short periods of time intimate associations with place may again be limited for homeless youth.

#### Places and a Sense of Self

The aim was to consider how places promote a sense of self by exploring:

- favourite places as a child
- current favourite places
- preferred aspects of the original home
- preferred aspects of the current home

#### Favourite Places

Frequency data for the total population with respect to childhood and current favourite places revealed some consistency in that similar frequencies were obtained for both periods of time (refer to Figures 10 & 11, Chapter 5). Many did not have favourite places as a child and even more youth experienced a denial of current favourite places. A range of favourite places was selected and interestingly included aspects of the natural and built environment.

### The natural environment.

Aspects of the natural environment included bush and beach settings with being near water a predominant need. Preferences were also noted for being in the garden and in and around trees.

### The built environment.

The built environment featured quite strongly with the category 'another building' registering the highest frequency in both childhood and current preferences. This category warrants further explanation to cite components that include the grandparents' home and friends' houses. The family home itself was a definite feature, in fact, many youth in the free response to this question (Q.7) cited the entire home as a favourite place being unable to isolate any particular room. Specific aspects of the home were also cited as favourite places to include their own bedrooms and hidden recesses.

### Favourite Places as a Child

The hypothesis that homeless youth would have different favourite places as children to non-homeless was supported with homeless youth selecting places away from the home. The non-homeless also displayed an interest in outside areas but there was a greater preference for the home and immediate surrounds (refer to Table 10, Chapter 5).

### Current Favourite Places

The hypothesis that homeless youth would have different current favourite places to non-homeless youth was supported, however the result was influenced by the fact that a large percentage of the homeless (32.5%) had no favourite place. Homeless youth did tend to still show more of a



preference for areas away from the home, however this was also increasingly evident for non-homeless youth.

#### Preferred Aspects of Homes

Frequency data for the total population with respect to preferred aspects of homes again reveals some degree of consistency between the original and current environments (refer to Figures 12 & 13). The entire home was again cited and achieved the highest frequency particularly with respect to the current residence. Other prominent areas of the home mentioned included their own bedroom, the lounge and the garden. The dining room was interestingly only a feature acknowledged in the current home.

##### Preferred aspects of the original home.

The hypothesis that homeless youth would prefer different aspects of the original home to non-homeless youth was supported with homeless preferring solitary and non-contact areas and non-homeless preferring social or contact areas. For the homeless hidden or private areas were often cited (cellar, own bedroom) whereas for non-homeless more public and open aspects of the home were important (lounge, dining, games, kitchen) (refer to Table 12, Chapter 5).

##### Preferred aspects of the current home.

The hypothesis that homeless youth would prefer different aspects of the current home was not supported. In the current home environment both groups revealed a stronger preference for public, contact areas. A slight tendency was also noted however, for the non-homeless to show an increased preference for private areas.

### Conclusions Regarding Places and a Sense of Self

As discussed in the literature review (Chapter 2) little is known about developmental issues of place. This research provides some insight to confer with Canter's (1977) suggestions that different experiences appear to lead to different conceptions of places. The prevalence of favourite places and preferred aspects within the home suggests that an affiliation with place is central to early childhood and later adolescence.

#### The importance of place in self-identity theory.

In considering how places contribute to self-identity some parallels can be drawn with traditional self-theory models. Mead's (1934) theory of self-identity acknowledges the importance of early positive interaction with people and emphasizes the need for bonding. It seems that early bonding with places is also important with respect to later interactions. For some youth there was a complete denial of favourite places and when interviewing it was noted that not having a favourite place as a child tended to increase the likelihood of not having a current favourite place.

#### The dynamic process of Place-Identity.

From the research support is obtained for Proshansky, Fabian and Kaminoff's (1983) contention that Place-Identity is characterised by growth and change in response to changes in the physical and social world. Cooper (1977) suggests that children's experience with the intimate interior of the home represents a means to divide the world into home and non-home. Interestingly with respect to favourite places, areas away from the home were more frequently selected by homeless youth intimating that negative experiences lead to a disaffiliation with the home.

In considering the preferred aspects of the home it was interesting to note changes in selection in the original to the current home. A large percentage of homeless youth (62.5%) sought out solitary areas in the original home to seek sanctuary in their own bedrooms or hidden areas. In the current home the same percentage of homeless youth (62.5%) selected more public areas. Changes were also noted for non-homeless with 72.5% selecting contact areas in the original home and only 52.5% maintaining this preference in the current home. Canter (1977) suggests that a developmental framework of place may be gained from a knowledge of developmental stages. Some verification for this idea is noted in the non-homeless group where the need for others is accentuated in childhood with deindividuation occurring in the selection of favourite places in later adolescence. The developmental stages provide an initial framework, however, it appears that factors are operating with negative experiences perhaps blocking the development process. The non-homeless fail to achieve social contact in early childhood and only later meet affiliative needs.

#### The Home and a Sense of Self

Cooper (1977) argues that the home reflects the most basic of archetypes, the 'self'. In comparing the two groups (homeless/non-homeless) the home appears to provide different experiences. Goffman (1973) suggests that the physical layout and decor of the home provide the setting for performances and presents the notions of 'frontstage' and 'backstage' areas. In the original home, homeless youth tend to show a preference for backstage areas that are out of bounds to members of the

audience. The bedroom seems particularly important reinforcing and intimate relationship with an aspect of the home. This research provides a slightly different perspective by suggesting that the room may have a more specific role in compensating for lack of affiliation with others with socialization being promoted through interaction with objects. Korosec-Serfaty's (1984) understanding of the role of hidden places may give some further clarification to the social development of the individual through place experiences. It is argued that hidden places allow people to experience the association between darkness and fear and in doing so enables them to face further adversity. With the degree of conflict inherent in the original home (refer to Table 8, Chapter 5) such places may serve to contribute to a sense of self in helping individuals to cope. It may be that in withdrawing physically and psychologically the homeless develop strategies that make it possible to eventually leave adverse situations. Rivlin (1990) also cautions against the premature exit from the home at a time when youth are gaining a concept of themselves, however it was interesting to note that despite the preference for solitary areas in the original home that current residential settings seemed to be accommodating for this earlier deficiency.

#### Places and Self-Equilibrium

The aim of this section was to consider the role of the places in self-equilibrium by exploring:

- reasons for favourite places as a child
- reasons for current favourite places
- reasons for preferred aspects of the original home

- reasons for preferred aspects of the current home

### Favourite Places

Frequency data for the total population with respect to reasons cited for favourite places suggest that places cater for a range of childhood and current needs (refer to Figures 14 & 15) with three central functions emerging to include reflection, protection and socialization.

### Reasons for Favourite Places as a Child

The hypothesis that homeless youth will have different reasons for selecting favourite childhood places to those expressed by the non-homeless group was supported. Homeless youth seem to have a stronger need for protection compared to the non-homeless. The non-homeless have a stronger need to socialize as well as utilizing areas for reflection more (refer to Table 14, Chapter 5)

### Reasons for Current Favourite Places

The hypothesis that homeless youth would have different reasons for selecting current favourite places was supported. The homeless group now show a stronger need to affiliate with others while the non-homeless maintain a need to socialize and increasingly seek areas for reflection (refer to Table 16, Chapter 5).

### Preferred Aspects of Homes

Frequency data for the total population with respect to reasons cited for preferred aspects of homes suggests that the home caters for a range of needs with four central functions emerging to include reflection, protection, socialization and identification. The need for ownership is prominent in the original home as is being alone and achieving peace.

The need for company is a predominant needs in the current home (refer to Figures 16 & 17).

#### Reasons for Preferred Aspects of the Original Home

The hypothesis that homeless youth will have different reasons for preferring aspects of the original home was supported. The need for protection was more prevalent for the homeless group whereas socialization was central for the non-homeless who also reported more identification with place. Interestingly similar results were obtained for reflection (refer to Table 17, Chapter 5).

#### Reasons for Preferred Aspects of the Current Home

The hypothesis that homeless youth will have different reasons for preferring aspects of the current home was not supported (refer to Table 18). Interestingly the non-homeless do show an increased need for protection and the homeless now match the non-homeless with respect to the need for socialization. Similar results were obtained for reflection and identification. Age differences were noted with the 16-20 age group showing more need for protection and reflection and the 11-15 year olds having a stronger need for identification acknowledging the influence of stages of development (refer to Table 19).

#### Conclusions Regarding the Role of Places in Self-Equilibrium

Korpela in 1983 proposed a model of Place-Identity presenting the notion that self involvement in the physical environment is not only possible but critical to the individual's psychological well-being. Support for this idea that specific aspects of the physical environment can promote self-equilibrium is noted in an appreciation of the reasons for preferred

favourite places and aspects of homes.

Places seem to meet the needs of the disparate groups. In the homeless group early experiences with places reflect a need for protection both with respect to favourite places and being particularly prevalent in the original home. With the high degree of conflict and incidence of abuse noted in reasons for leaving home this result is not surprising.

The current home environment seems to be quite comparable for both groups. Homeless youth show more identification with the current home and less need for protection. Having fulfilled the basic physiological and safety needs it seems that there is now time to satisfy affiliative needs in line with the non-homeless group. Less identification with the current home is noted for the non-homeless group with safety issues now becoming central.

#### Transition to Results Pertaining to Part 2 of the Schedule

Findings in this section relate to:

- descriptions of the original and current home

#### Descriptions of the Home

Overall as indicated in Figure 18 and 19 more purely descriptive information (size, type of building, materials used) was given regarding the original home with some affective descriptions (homely, cosy) attached to the current home.

### Descriptions of the Original Home

Differences were noted for the descriptions given by the groups (refer to Table 20). Homeless youth were more inclined to give purely physical accounts whereas non-homeless had a greater tendency to focus on affective detail.

### Descriptions of the Current Home

Descriptions of the current home reflected a similar tendency (refer to Table 21) with homeless youth still primarily relying on physical descriptors, however increasingly affective components were mentioned.

### Conclusions from Descriptions of the Original and Current Home

The purely physical accounts given of the original home by the homeless attest to the failure of the home to accentuate the social and emotional environment inherent in Sixsmith's (1986) model. This conception of the home is consistent with Geoffrey's (1978) presentation of the home as a purely physical entity.

Sixsmith (1987) provides a more involved model of the home to suggest that it is the presence of others and relations with them, that in fact, contribute towards a place being considered home.

The importance of the social home is acknowledged by the non-homeless group who in their descriptions of the original home highlight this aspect and maintain this emphasis in the current home. It is important to note that some similarity is noted with the non-homeless group in that the homeless increasingly refer to the social component in the current home.



### The Active Self-Regulatory Mechanisms Operating in the Home

The aim of this section was to consider the psychological role of the home by exploring how the following seven qualities

- enjoyment
- privacy
- self-image
- togetherness
- control
- clearing one's mind
- aesthetics

provide a means of active self-regulation in the original and current home for the homeless and non-homeless groups.

Overall frequency distributions of the seven qualities in the original and current home x group size are presented in Tables 22, 23, 24 and 25. This overall picture emerges from the presentation of the individual qualities in the original and current home from the Mixed ANOVA (refer to Figures 20 - 26).

### Self-Regulatory Mechanisms in the Original Home

Marked differences between the two groups were noted.

#### Homeless.

- higher frequencies for the 'not at all' scale
- lower frequencies for the 'a lot' scale

#### Non-homeless.

- lower frequencies for the 'not at all' scale
- higher frequencies for the 'a lot' scale

As is evident in the above and in Tables 22 and 23 these qualities are diametrically opposed. There is a noted absence of these qualities in the original home for homeless youth and a noted presence for non-homeless. Particular attention should be drawn to the quality clearing one's mind which was notably absent for the homeless group and the high degree of aesthetics present for the non-homeless.

#### Self-Regulatory Mechanisms in the Current Home

Results from the current home are similar with differences between the groups being less marked. Frequencies for both groups reveal:

- lower frequencies for the 'not at all' scale
- higher frequencies for the 'a lot' scale

For the non-homeless group there is, however, a greater degree of presence. Particular attention should be drawn to the higher degree of togetherness noted for the homeless group and the higher degree of control for the non-homeless (refer to Tables 24 and 25).

#### Self-Regulatory Mechanisms in the Original and Current Home

Mixed ANOVA results indicate significant main effects for group, significant main effects for type of home and significant group x home interaction effects for six of the seven qualities. Only aesthetics did not record a significant group x home interaction. All interactions obtained were ordinal with differences between the original and current home. Greater changes were noted from the original to the current by the homeless group.

### Conclusion Regarding the Self-Regulatory Mechanisms in the Home

Three main psychic and behavioural mechanisms were found by Korpela in 1989 to indicate the important self-regulatory function of the physical environment:

- the pleasure and pain principle (enjoyment, togetherness)
- the unity principle (privacy, clearing one's mind, coherence)
- the self-esteem principle (control and aesthetics)

The seven qualities chosen are reflective of these functions.

### Self-Regulatory Mechanisms Operating in the Original Home.

The self-regulatory role of the home in this research accentuates differences particularly in the original home environments of homeless and non-homeless youth. The original home seemed almost deplete of these qualities for the homeless group whereas for the non-homeless a high degree of presence was noted for each of the seven qualities. In the acknowledgement that these qualities are important it seems that the original home environment is far more functional for the non-homeless group.

### The Regulation of Social Interaction in the Original Home

Korpela (1989) suggests that the physical environment can be considered as a means of regulating social interaction in that people can either withdraw to places to avoid social responsibility or experience togetherness. This function seems to be predominant in the home.

Homeless youth for example, have limited opportunities for togetherness and enjoyment in the original home whereas the non-homeless in comparison, experience opportunities for enjoyment and togetherness. Social interaction for homeless youth appears to be limited whereas for the non-homeless it is fostered in the original home.

#### Self-regulatory mechanisms operating in the current home

Differences in the seven qualities were not as marked in the current home, in fact overall there was a higher degree of presence for each of the qualities for both groups. Current home environments seem to be similar and both appeared to be functional.

#### The Restorative Nature of the Home

The original home environment does not appear to provide support for the self-concepts of homeless youth in that the seven qualities were notably deficient. Self-Image and opportunities for clearing one's mind were also not readily afforded. In the knowledge that Place-Identity has an intimate association with self-identity it is important to consider how the current home contributes to psychological well-being.

Kaplan in 1983 introduced the notion that places are restorative that is, they help to restore aspects of the self that are threatened or unfulfilled. The central belief of this model is that people have an intuitive sense of restorative environments to choose places to promote recovery.

It is in comparing the original and current home that this process becomes evident and the psychological role of the home is clarified. Interestingly, in a compensatory way togetherness and enjoyment featured quite strongly in the current home for the homeless group and pleasingly

there was a high degree of coherence. For the non-homeless there was a substantially higher degree of control meeting the need for independence established as a reason for leaving. The current home environment appears to be restorative in reconstituting aspects of the self unfulfilled in the original home.

### Methodological Considerations

Methodological considerations are presented prior to discussing the theoretical and applied implications of the project. There are strengths in the overall design of the research that need to be noted as well as factors that may have inadvertently affected the results.

#### Strengths

Three design features

- the collaborative process
- the exploratory study
- the interview format and style

contributed substantially to the effectiveness of the research.

#### The Collaborative Process

From the onset this project was directed by a need to secure a commitment from administrative personnel in the field. Meeting with coordinators of the YSAP agencies proved to be a vital first step. This provided the researcher with an opportunity to adopt a personable approach when introducing the research aims and importantly promoted active encouragement for advice and input from 'experts' in the field. There were several benefits accrued from this process:

- the researcher obtained a greater understanding of the issues facing homeless youth and the range of accommodation services provided (short, medium and long term)
  - the logistics for conducting the research were clarified
  - networking was established for the main inquiry
- access to subjects was obtained.

### The Exploratory Study

The inclusion of the exploratory study was essential as it provided relevant background information, assisted in the formulation of the instrument and clarified the interview process.

### Background Information

This research was exploratory in nature, in fact the association between homelessness and Place-Identity had only tentitatively been posited (Rivlin, 1990a, 1990b). The researcher had limited knowledge about the demographic features of homeless youth living in Perth's inner and outer suburbs and the milieu was foreign.

The following was obtained:

- face validity for the concept Place-Identity and its utility
- empirical support for three central themes from which specific hypotheses could be formed and tested in the main inquiry
- an appreciation of demographic details:
  - the viability of the sample;
  - composition of youth homeless groups with respect to age and gender;

the language ability of homeless youth

### Formulation of the Instrument

The instrument was formed on a sound basis of conceptual understanding. Input from homeless youth completed the collaborative process and conceptions from all relevant parties were obtained to include:

- the researcher's theoretical background
- the administrators' practical knowledge of the area
- the experiences of homeless youth

Most importantly the instrument was tested and modifications made. Responses given were used to facilitate content coding in the main inquiry. The format and style of the interview process were determined.

### Interview Format and Style

Care was taken to ensure the format and style were sensitive in reflecting an understanding of the subjects interviewed. This was particularly important as accomodation personnel in YSAP agencies indicated that many homeless youth had a background of negative experiences with others, especially adults, and did not generally trust 'outsiders'. The researcher was aware that non-homeless youth might also be reticent about discussing intimate associations with places.

### Format

Benefits were gained by the format being a structured interview in that it facilitated open discussion which in turn lead to richness of information and provided a sound basis to develop rapport.

### Style

The researcher made every attempt to maintain a friendly and approachable demeanour and to convey a genuine interest in their lives and what they had to say. The qualities of unconditional positive regard and empathy directed the interactions and active listening skills were utilised to draw out relevant aspects from the free responses given. The researcher's counselling background proved beneficial especially in the debriefing where care was taken to reflect feelings and reframe statements to leave the youth in a positive state of mind.

### Limitations in the Design and Confounding Variables

Limitations in this study are inherent in the qualitative design, reflected in the sampling of homeless and non-homeless youth with confounding factors primarily being centered in the lack of control over environmental settings.

### Qualitative Research

One of the criticisms directed towards qualitative research is that it does not reflect the scientific rigour inherent in quantitative designs. Although the emphasis on qualitative data is relevant for the exploratory investigation into this social issue, it is important to provide some cautionary note. The free response format in the interview schedule is particularly susceptible to interviewer bias. Attempts were made to obviate this potential disadvantage by using content coding, however, with the detail given by subjects in response to questions, it is acknowledged that selective bias may have occurred.



### Problems with Self-Reports

Self-reports rely on the subject being attuned to the issue addressed, in this instance, feelings related to the home. The ability to relate to feelings was assumed. Responses can be influenced by demand characteristics where subjects feel a need to cite the importance of place. Knowing that the topic was on Place-Identity and how places contribute to well-being more positive responses may have been given. This did not appear to be happening but is worth noting. The researcher had more opportunity to engage some youth. Dinner invitations and attending meetings with youth gave the subjects more time to establish rapport and subsequently they may have been more open in their disclosure.

### Population Sampling

#### Homeless.

Firstly, with respect to homeless youth an assumption was made that they essentially represented an homogeneous group despite the division of accomodation services (short, medium and long term). Only limited numbers in long-term accomodation were interviewed and the fact that most homeless youth sampled came from short term or crisis care may have strengthened differences noted between the homeless and non-homeless.

The homeless 'on the streets' were also not included due to logistical problems. It is important, however, to consider whether they might represent a disparate group. Perhaps for example, those 'on the streets' may need a more flexible environment over which they can exercise control, whereas those in accomodation services may seek a more

secure environment with adult support.

Due to these deficiencies in sampling, this research can be said to provide a limited picture of place-needs for homeless youth and as such constitutes an initial exploration of the topic.

#### Non-homeless.

Problems are also inherent in the non-homeless sample with age being a possible confounding factor as youth in this sample tended to be older. An assumption was made that the homeless and non-homeless constituted different groups especially based on reasons for leaving the original home. The degree of conflict was the differentiating factor, however, it is important to note that due to stereotypes of the ideal family, the non-homeless may not have wished to make such a disclosure. If this was the case for some youth at least, their prior experiences may have seen similar to those of the homeless. This may have influenced perceptions of the original and current home to create a spurious result.

#### Lack of Control Over Environmental Settings

Both the theories of Kaplan (1983) and Korpela (1989) make reference to the physical environment having the potential to enhance self-esteem. The question, therefore, arises as to how differences in current homes may influence the results. From the opportunities the researcher had to have direct exposure to accomodation services, the fact that environmental settings were not consistent was very evident.

#### Philosophical and Organization Differences

Different philosophical and organizational approaches abound. Some accomodation services seemed to actively promote independence,

participative decision-making and life skills whereas others tended to be more nurturant, aiming to create a more protective milieu. Some had a communal focus with meal times shared and co-operation in daily tasks promoted, whereas for others this was not a noticeable priority. In some homes residents helped to create their milieu. They were given propriety interest and were permitted to place posters and personal objects around.

#### Structural Differences in the Current Home

The actual physical environments differ substantially. Keeley and Edney (1987) as noted in Chapter 2 suggested that the design of homes affects the qualities of privacy, socialization and security. Consistent with this view some accommodation services had open designs and fewer wall surfaces which would arguably enhance communication. Others, although not many, had more rooms and more wall surfaces where places for seclusion seemed more readily available. Many homes were particularly small, containing few rooms and potentially in line with Keeley and Edney's (1987) findings could create a sense of security.

The impact of design features was particularly evident in one accommodation service. This home was firstly congruent with the area as it was modern and brick with a well maintained garden. This place was exceptionally well cared for and a sense of who was living there quickly gauged from the photos displayed in the hallway. The design was an open one and interaction seemed to be enhanced with some youth exercising together in the weights rooms, others in the games room and some working in the garden. Interestingly in line with Cooper's (1974) claim that the house is a symbol of the self, this home experienced no vandalism

since its inception.

Other homes in contrast were very old, weatherboard and run down, containing limited facilities and damaged furniture. Buildings were frequently vandalised and residents indicated some discomfort in these homes.

#### Impact of the Environment on Conception of the Current Home

In the interview process some homeless youth selected the venue and made their own appointments with the researcher as did most of the non-homeless. Some of the homeless in contrast were informed of the time of the appointment and a venue allocated.

It can be assumed that there would be a greater degree of control for those who had a choice and this may have impacted on the results for the category of control in Part 2. The degree of supervision would also affect feelings of control perhaps being highest when supervision was external. Togetherness is also a category where results may have inadvertently been skewed. Two of the accommodation agencies had just prior to the interview, been on outings together and a sense of cohesiveness been strengthened together with increased feelings of enjoyment. The number of youth in each home varied and more intimate associations might be achieved with smaller groups of perhaps 5-8. Some accommodation services took particular care in selecting residents and this may have further influenced the perception of qualities in the home. One agency established a panel in which homeless youth had a role in interviewing prospective occupants to determine whether they would be suitable and 'fit in'. Their decision was monitored by administrative staff,

however, a sense of importance and ownership would assuredly been fostered by this process. Cohesiveness may also have been enhanced in their choice of someone similar to them and by an increased commitment to 'get along' with those they personally selected.

Self-Image seemed to be actively promoted in some homes with workers openly validating youth and encouraging positive self-affirmations.

### Other Important Issues

#### Transiency

Transiency in the population is another factor to consider. Many of the youth in both the homeless and non-homeless samples had moved home so many times in childhood that they had great difficulty knowing which home to discuss when asked about the original home. They were instructed to focus on the last home they lived in with their parents. This may have, however, not been the most impactful environment. It may arguably have been better to let them choose.

#### Formulating the Instrument and the Exclusion of the Non-Homeless in the

##### Exploratory study

The non-homeless group were not included in the exploratory study and were not given an opportunity to impact on the design of the instrument. The instrument was primarily designed to cater for the homeless with a sensitivity to language and emotional reactions. It was expected that the original home might elicit negative memories and possibly create a sense of insecurity for the homeless, whereas little consideration when ordering the questions was given to grief reactions

related to the leaving original home by the non-homeless.

### Implications

Despite the design limitations and methodological concerns addressed in the previous section, this research has important theoretical and applied implications for the association between Place-Identity and homelessness. It incorporates an understanding of the role of the physical environment, highlighting how the home can be preventative and rehabilitative importantly suggesting ways in which to assist in potentially 'breaking' the homeless cycle.

### Theoretical Implications

As noted in Chapter 2 theories on Place-Identity and the home tend to be convoluted. There is, however little consideration given to alienated groups in society, such as the homeless, and what impact the physical environment can have in promoting assimilation and psychological well-being. This research attempted to address this deficiency and clarify the role of the home.

Three central themes

- places and a sense of self
- places and self-equilibrium
- active self-regulatory mechanisms

were empirically tested and models will be tentatively posited. It is important to note that these models are extrapolated from the findings. Their inclusion is important in generating more understanding of the homeless cycle. Canter's (1977) contention that different experiences

create different conceptions of places and activate different environmental roles is central to this process. Demographic profiles of homeless and non-homeless youth differ in respect to age and reasons cited for leaving the original home. They appear to have exposure to different home environments with a high degree of conflict for the homeless and more harmony existing for the non-homeless.

The question therefore arises as to how Place-identity is fostered and whether the home is a central and mediating environment. Models for Place-identity and the home will be presented in Figures 27 and 28 in order to provide a framework for conceptualizing the role of the home in Place-Identity theory.

### Model of Place-Identity

The model presented acknowledges the influence of previous theories on Place-Identity

- Proshansky, Fabian and Kaminoff's (1983) - physical world socialization of the self
- Korpela's (1989) - active self-regulatory mechanisms
- Kaplan's (1983) - restorative environments

with the latter two theories given greater emphasis.

Essentially the current model endorses the mutuality between people and their environment strengthening the contribution to places of self-identity.

Arguably there is a continuum of types of environments to which people can be exposed with extremes being 'Instrumental' and 'Detrimental'. Instrumental environments are those positively valenced places where individual needs are met because there is a high degree of congruence and complementarity between physical, social and personal aspects. Detrimental environments are negatively valenced places where individual needs are not met as there is a lack of congruence and little complementarity between physical, social and personal aspects.

Prior exposure to these environments potentially leads to different conceptions and environmental roles. These environments have a different role in promoting a sense of self and self-equilibrium with different self-regulatory mechanisms being activated. The role of the home in Place-Identity is presented in Figure 28.



### Model of the Home

Consistent with the previous model of Place-Identity and Sixsmith (1987), the indivisibility of the physical, social and personal qualities is endorsed in this model of the home. As evident in Figure 28 conceptions of homes seem to be reflective of different experiences in 'Instrumental' or 'Detrimental' environments. Homes with these qualities have different roles in promoting a sense of self and self-equilibrium and serve to activate different self-regulatory mechanisms.

The Instrumental home leads to a more holistic perception of this place being a social and personal environment (Sixsmith, 1987; Lawrence, 1987). Individuals move out of this home as a natural process of development in late adolescence to have a continuing sense of place and self. As a result of this affiliation with others and the home there is the potential to avoid homelessness.

Detrimental environments lead to limited perceptions of the home as a purely physical entity (Geoffrey, 1978; Dovey, 1978). As the environment is not congruent with the self and lacks complementarity between physical, social and personal aspects. Individuals prematurely leave the home with a diminished sense of place and self. Such conditions may lead to youth being at risk of becoming homeless.

The original and current homes in their instrumentality and detrimentality have a different role in promoting a sense of self and self-equilibrium with different self-regulatory mechanisms being activated. Models for each of these are presented in Figures 29, 30 and 31 respectively.

### The Home and a Sense of Self

Traditional self-theories (Mead, 1934; Freud, 1933; Rogers, 1947; Maslow, 1953) accentuated the influence of the social world and considered the physical environment to be peripheral. This research as indicated in Figure 29 supports the influence physical settings have in promoting a sense of self and contends that self-identity is, as Proshansky (1983) suggests, linked to both the physical and social world of the individual. The home in this current research is seen as embodying the essence of self and self-identity (Cooper, 1974). Rivlin (1990) suggests that from the time of birth the home contributes to social and emotional development. This premise is endorsed in the current model which highlights the influence of different home environments, Instrumental and Detrimental.

If the original environment is Instrumental there is a strong identification with the home being central in the individual's life (favourite places in and around the home). Social and personal development are fostered in the conducive physical setting (social areas of the home preferred). In Detrimental environments disaffiliation with the home take place and identification forms with areas away from the home (favourite places away from the home). Contact with the home itself leads to withdrawal from social contact and cultivation of the self promoted primarily by the physical environment and objects within it (solitary areas of the home preferred).

The Instrumental home seems to support self-conceptions and facilitate social and emotional development. Leaving home occurs as a

natural process with deindividuation from the family and the home taking place during late adolescence. Youth from this type of home environment are less likely to become homeless as they have a continuing sense of place and self. The Detrimental home, however, seems to constitute a violation of the self. Vandalism potentially occurs in this home (two of the current sample had set fire to or damaged their home) as it is incongruent with the needs of the individual (Cooper, 1974).

Based on different degrees of development promoted by the original home, the current home needs to fulfil different roles. Those leaving the Instrumental home may find it initially difficult to identity with the new home due to experiencing some grief reactions (Fried, 1963). With both social and emotional development facilitated in the original home, and with these youth being older, there is now a need for the current home to assist them in forming their own identity, autonomy, social confidence and personal control. The current home is not as central a focus in their lives (favourite places increasingly away from the home) and there is now more cultivation of the self through the physical environment (more solitary areas of the home preferred) with personally acquired objects symbolizing ownership and new found freedom. This supports Csikszentimihalyi and Rochberg-Halton's (1981) belief that domestic items convey information about the self and relationships with others.

Youth coming from previous Detrimental environments have incomplete social and emotional development and the current home needs to be very central to accomodate for these deficiencies (favourite places

closer to home). Social areas of the home become increasingly important as reciprocity learnt in interacting with the physical environment now needs to be transferred to others.

In the current home as evidenced in the model there is the potential for negative or unfulfilling experiences in the home environment to be counteracted in a more conducive setting. In this way Place-Identity represents a dynamic process characterised by growth and change in response to changes in the physical and social world with development being a lifetime process (Proshansky, Fabian & Kaminoff, 1983).

In summary this model of the home in self-development demonstrates that self-involvement in the physical environment is possible. The model in Figure 30 extends this view to support Korpela's (1989) suggestion that self-involvement is also critical to the individual's psychological well-being.

### The Home and Self-Equilibrium

Places promote self-equilibrium. The role of the home in self-equilibrium was addressed by Cooper (1974) who presented an argument that the house is imbued with human qualities with psychic messages moving from people and their home in a reciprocal way to create an avowal and revelation of the self. The current model (Figure 30) endorses Korpela's (1989) and Cooper's (1974) understanding of the psychology of place and the home to demonstrate how different types of original environments, Instrumental and Detrimental, lead to different environmental roles in promoting self-equilibrium.

The Instrumental home environment helps to foster an improved sense of self by fostering identification with the home and opportunities for socialization. Due to positive valenced cognitions and a perception of this home as both social and physical, individuals gravitate towards it and spend the majority of their time in and around the home seeking out social areas (lounge, kitchen) where they can be with others. Positive experiences in the home lead to an appreciation of the natural environment.

The Detrimental home environment tends to result in a diminished sense of self and forces individuals to rely on places away from the home and hidden places within the home to protect them from adverse situations. Reflection takes place in such environments and physical settings attempt to integrate the self. The natural environment provides a sanctuary as do hidden areas in the home. There is little opportunity for positive socialization and identification does not seem to be promoted. Some youth

from these homes are fortunate to have extended families or find other places to achieve social contact whereas others are not.

The different home environments lead to different reasons for leaving the original home and render youth non-homeless or homeless. Homeless youth leave primarily for 'dysfunctional' reasons (high degree of conflict, divorce, death in family, not meeting parental expectations) whereas the non-homeless leave primarily for 'instrumental' reasons related to their quest for independence. The current home, based on previous experiences, has a different role in self-equilibrium. It needs to integrate the 'homeless self' and further promote the 'non-homeless self'.

For youth who previously lived in Instrumental homes there is less need to identify with the home as they have already developed an affinity with places. The current home also does not need to be primarily social, what it must do, however, is to create opportunities for reflection and provide some protection. Reflection is necessary to enhance self-realization and protection is required as more security is needed due to the loss of the 'nurturing' home. If the current home does not fulfill these maintenance functions, youth may return to previous Instrumental environments or become at risk of homelessness.

For youth who previously lived in Detrimental homes the current home provides a means to improve their sense of self by providing a more secure environment that fosters socialization and leads to identification. It is in this type of environment that the homeless cycle may be potentially broken as it matches the Instrumental profile of the original home for the non-homeless group. If, however, it presents as

Detrimental with little opportunity for socialization and identification this lack of affinity with places and others may lead to homeless youth spiralling into adult homelessness.

The Restorative Role of the Home and Active Self-Regulatory  
Mechanisms

Korpela (1989) presented three primary self-regulatory mechanisms:

- the pleasure and pain principle
- the unity principle
- self principles

He also acknowledges that the physical environment is a means of regulating social interaction.

The current research presents a model (Figure 31) to suggest that it is this latter function that is central in determining the activation of the other principles. Consistent with models presented earlier, the restorative nature of the home and the activation of self-regulatory mechanisms is influenced by different types of original home environments (Instrumental/Detrimental).

The model suggests that there are two primary adaptive mechanisms in the home, socialization and privacy. In Instrumental homes socialization is actively promoted. 'Frontstage' areas (Goffman, 1973) provides a setting for performances for guests. The lounge room, for example, provides a venue where conscious and unconscious attempts can be made to express a social self. As a result of this facility, there is a high degree of pleasure, unity and validation of the self.

In Detrimental homes privacy regulation is primary with 'backstage' areas (Goffman, 1973) providing an escape from 'hostile' audiences. In support of the role of privacy as outlined by Altman (1976)



and Laufer, Proshansky and Wolfe (1973) privacy for youth in Detrimental homes helps them to establish self-other boundaries and avoid being manipulated by others (Winston, 1970). There is little pleasure, unity or validation of the self in these homes. It seems that as Rivlin (1990) suggests that it is privacy that in fact helps youth to withdraw physically and psychologically to develop strategies that make it possible for them to leave aversive situations. Hidden places within the home in particular, allow them to experience the association between darkness and fear and in doing so enable them to face further adversity (Korosec-Serfaty, 1984). Laufer et al. (1973) suggest differences in personal histories make people differentially sensitive to various privacy regulation mechanisms and in support current home environments present a different dimension. For those with prior experience with Instrumental homes privacy regulation becomes essential, however it takes a different form and serves a different psychological purpose from usage in the original detrimental environment. Privacy provides an opportunity for youth to assert their individuality, to carry out tasks and behaviours typically accomplished in non-public areas such as reflection. It also provides them with a means to achieve control over interactions in that they learn when and how to separate from others. Self-principles are more completely activated leading to the home restoratively promoting a sense of integrity and independence.

For those who previously lived in Detrimental homes privacy still operates but to a lesser degree with social mechanisms needing to be activated (note reasons for preferring areas of the home). Youth utilize

'frontstage' areas where they can consciously or unconsciously express their social self. The socializing mechanisms in turn activate the pleasure and unity principles and partially activates the self principle. The home in this way has the potential to improve psychological health and can 'break' the homeless spiral.

#### Applied Implications

This study set out to strengthen the association between Place-Identity and homelessness and has achieved this in identifying how the original home contributes to homelessness and how the current home can potentially ameliorate the problem. It also provides insight into a developmental picture of place for non-homeless youth. There are applied implications for this study addressing ways in which to prevent and rehabilitate the homeless and ensure the non-homeless remain so. Applied implications highlight the proactive role of the environmental psychologist in disseminating information, environmental counselling and working closely with community psychologists and designers.

#### Applied Implications for the Non-Homeless

The original home, in order to be Instrumental, needs to display complementarity between the physical, social and personal aspects. Socialization and identification seem to be essential formative requirements for youth and environmental psychologists, designers and families have a role in orchestrating these features.

#### Design Implications

The study supported the primacy of social mechanisms in the original home. Several researchers have considered the promotion of

socialization through design features (Keeley & Edney, 1987) and determined how specific areas in the home facilitate this (Cooper, 1976; White, 1976; Goffman, 1973, Canter, 1977).

Architects and designers through an awareness of the psychology of place for youth could ensure their needs are also met. Considerable attention needs, for example, to be given to the lounge room as its socialibility has been supported. Interior designers could complement the architect's work through an understanding of how objects convey information about the self and relationships with others (Csikszentimihali & Rochberg-Halton, 1986).

When youth leave home they move primarily into units or share houses with several others. Architects need to consider ways in which these environments can afford reflection and protection.

#### Counselling

Environmental psychologists could network with community and school psychologists to ensure that in parenting courses knowledge of the role the home plays in promoting a sense of self and self-equilibrium could be promoted. Some attention also needs to be given to facilitate parents understand the need adolescents have to deindividuate from the home so that conflict does not escalate to unmanageable levels.

Youth, at the time of preparing to leave the home, also need counselling to understand the psychology of place so that they select homes to meet their requirements (protection, reflection).

### Dissemination of Information

Real-estate agents could utilize information concerning the role of the home in self-equilibrium to direct people into homes that match their needs. A knowledge of the psychology of place might also have a direct benefit in improving selling techniques.

### Applied Implications for the Homeless

Applied implications for the homeless will focus on prevention and rehabilitation and highlight how the original and current home can potentially 'break' the homeless cycle.

### Counselling

It is when there is a lack of complementarity between the physical, social and personal aspects of the original home that it first becomes a violation of self-image potentially leading to homelessness. Family therapy incorporating an understanding of the psychological role of the home may help to systematically create changes in the total environment so that improved interactions can take place in a supportive and conducive setting. If the home environment can be made to be restorative and foster socialization and identification, homelessness may be prevented.

If this is not achieved implications for rehabilitation suggest that the spiral can be interrupted or even broken by the current home environment. There is firstly a need to counsel youth and deal with grief reactions especially sadness and anger at leaving the original home. It is important to help them mobilize the psychological resources and energy acquired in the hidden areas of the home to select restorative environments to integrate the damaged self.

### Information dissemination

Information concerning the psychology of place and the models leading to homelessness might be useful for schools and community agencies working with families. The school in particular needs to become an identifying agent for those and risk of becoming homeless. As noted in the research, there is a reliance on places away from the home and the school needs to create a climate of indivisibility between physical, social and person aspects to promote socialization and identification. Sadly, many school environments are alienating and therefore compound the problem.

Administrative personnel in youth homeless accomodation services would benefit from an understanding of the impact of the home on social and emotional development as well as understanding how Detrimental homes block this process. The role of the home in self-equilibrum and active self-regulatory mechanisms may engender a belief that the cycle can potentially be broken by restorative environments. This may help reduce the disillusionment and the sense of helplessness noted in some workers. When liaising with government officials the information obtained might assist negotiations as need requirements can be supported with both practical and theoretical input.

### Design implications

It is important as Canter (1977) says that environmental psychologists help designers to create the appropriate context for specific activities and conceptions. The need for participative planning of accomodation services is imperative as incongruent environments may

result if all relevant parties do not present their conceptual systems.

Differences between the groups (workers, homeless, designers, government bodies) need to be identified in line with goals and objectives of the place. The design team can then convert a shared conception of the home into a workable product.

From the research current home environments need to be especially designed to promote socialization and identification whilst still providing opportunities for privacy. Keeley and Edney (1987) as mentioned previously have done work to indicate what type of design features create these needs. Privacy has been extensively studied and its psychological role well documented (Altman, 1976; Laufer et al., 1973; Winston, 1970; Goffman, 1959; Korosec-Serfaty, 1984). A delicate balance is therefore needed in the design of accommodation services with social areas being predominant and conducive and private areas being accessible.

#### Future Research

This research is exploratory in nature and as such it has highlighted a need for further work to be done. There is a need to include a larger homeless group more representative of the population. There seemed to be differences emerging between Place-Identity needs for those in short as compared to long term accommodation. Unfortunately limited numbers in the latter group precluded a comparative analysis. The place needs of the homeless on the streets should be ascertained as a knowledge of this kind might lead to accommodation services that they would approach more readily. At present the homeless on the streets constitute the hidden homeless who are at risk of becoming both victims and perpetrators of

crime. It is therefore incumbent on psychologists to try to work with other groups to alleviate the problem.

A development framework for Place-Identity has been alluded to and needs to be further investigated so as to substantiate qualities requires in homes during various stages of life. Information of this nature might be instrumental in promoting more conducive environments.

The psychological role of private places needs attention as does the way places potentially alleviate stress as it might be argued that stress is exacerbated by incongruent environments and alleviated when environments match conceptions held by the users. The impact on work, hospital and institutional environments is intimated.

The role of Place-Identity in the lives of other 'alienated' groups such as the elderly and migrants also could lead to more restoration and assimilation.

#### Summary

This study has attempted to provide a theoretical basis for understanding the association between Place-Identity and homelessness. In doing so models of Place-Identity and the home have been expanded to incorporate an understanding of how exposure to Instrumental and Detrimental environments create different conceptions and environmental roles. The role of the home as a central and mediating environment in Place-Identity has been promoted. Implications of the research suggest ways to break the homeless cycle and ensure the non-homeless remain so. This theory of Place-Identity demonstrates how the physical environment can restoratively assist 'alienated' groups and further studies are intimated.

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APPENDICES

Appendix A

PLACE IDENTITY

THEORISTS WHO HAVE EMPLOYED THE TERM PLACE-IDENTITY WHERE THE PRIMARY FUNCTION OF PLACE IS TO ENGENDER A SENSE OF BELONGING AND ATTACHMENT (SENSE OF 'ROOTEDNESS' - UNSELFCONSCIOUS STATE)

Tuan '80

Experience of 'rootedness' - the unselfconscious association with place is impossible to achieve for people living in contemporary western societies - incuriosity to the world. Insensitivity to the flow of time. Place-identity is developed by thinking and talking about places through a process of distancing which allows for reflection and appreciation of places.

Relph '76

Home considered to be the place of greatest personal significance is one's life. 'The central reference point of human existence' (Relph, 1976, p.20)

Essence of place lies in unselfconscious intentionality that defines places as centres of human existence. There is a deep association with consciousness of places where we were born and grew up, where we live now, where we have moving experiences.

Buttimer '80

Place-identity is a function of the degree to which the activities important to a person's life are centered in and around the home. Implies balance between 'home and horizons for reach is necessary for the maintenance of self-identity and well-being, loss of home leads to an identity crisis.

PSYCHOLOGICAL RELATIONSHIP BETWEEN THE PHYSICAL FORM OF THE HOME AND SELF-IDENTITY

Cooper '74

Postulates a dynamic relationship between a person and the physical environment in which the person creates an environment that 'reveals the nature of the self' and the environment in turn gives 'information' back to the person thus reinforcing self-identity and perhaps changing the person in some way.

White, D. '75

'The living room' - importance of hearth

Fried, M. '63

Spatial identity is fundamental to human functioning. Spatial identity is based on memories, spatial imagery, spatial framework of current activities, and the implicit spatial components of ideals and aspirations. Recognises the role of cognitive as well as affective factors in space attachment. Focus exclusively on home and one's sense of belonging to it and on personal experience of grief when that relationships is disrupted.

St Marie, S. '73

Holmes and Maslow's hierarchy of needs

DESCRIPTIONS OF PLACE-IDENTITY WHEN THE INDIVIDUAL IS IN DIFFICULTY. (ONLY WHEN ONE'S SENSE OF PLACE IS THREATENED DOES HE/SHE BECOME AWARE OF IT.

## Appendix A (con't)

### RESPONSE TO PLACE-IDENTITY AS A SENSE OF BELONGING WITH HOME AS A CENTRAL REFERENCE

Important assumption - physical world definitions of a person's self-identity extend far beyond a conception of his identity in which the home and its surroundings are the necessary and sufficient component referents.

### RESPONSE TO THE CHARACTERIZATION OF PLACE IDENTITY AS AN UNSELFCONSCIOUS STATE

Phenomenological perspective - implies place-identity in its full meaning cannot be communicated.

Description of place-identity when the person is in difficulty - only when one's sense of place is threatened that he/she becomes aware of it.

Value in articulating the functional properties of place-identity as part of the socialisation-process of place belongingness as one aspect of place identity

### SELF THEORIES

Mead (1934)

### EXCLUSIVE EMPHASIS ON INDIVIDUAL, INTERPERSONAL AND SOCIAL GROUP PROCESSES AS THE BASIS FOR THE DEVELOPMENT OF THE SELF

Development of a sense of self is a matter of first learning to distinguish oneself from other by means of visual, auditory and still other perceptual modes. Later the child is taught informally as well as formally to apply appropriate verbal statements in making distinctions. learns "labels" give reference to objects/persons that are not him. Involves making perceptual/verbal distinctions between oneself and significant others.

The self is seen as a complex psychological structure characterized by both enduring properties over time and space and others that are less stable, i.e. given to change. Emphasis on constancy and stability rather than change.

### LIMITATIONS IN SELF-SYSTEM CONCEPTUALIZATIONS

Approaches don't consider the influence of the physical settings that are inherently part of any socialization context on self-identity. Neglect of the role of places and spaces in the development of the self.

Constancy bias - self and self-identity are structures which are ever changing during the lifecycle, not just the formative years.

Tendency to ignore the influence of significant environmental changes on self structure.

Psychologically healthy state of a person's sense of self is not a static one, rather it is characterized by growth and change in response to a changing physical and social world

Proshansky, Fabian and Kaminoff (1983)

Appendix A (con't)

RESPONSE TO PROSHANSKY

Lack of organizing principle.  
Experiences somehow agglutinated  
Too scientific

RESPONSE TO SELF-  
THEORIES

Writers on self-conceptions have begun from the perspective of grammar and the use of the substantiated first person pronoun.

The substantial form contributed to talking and writing as if the self were a thing, a force, an entity

Theories that provide evidence that self involvement in physical environments is possible.

Hart '79

Childhood memories and loss of a favourite place for a child.

Cooper '74

House as a revelation of self

Theories that suggest that self-regulation is maintained by mentally dealing with feelings, thoughts and images that threaten the balance of the sense of self.

Sarbin '83

Sarbin suggests an action rather than a mentalistic framework

The abstraction self is contrived from uttered or tacit "I" or "me" sentence.

Employment - the construction of personal narrative the guiding principle.

Use of pronominal questions.

Aim of employment is to optimize epistemic strain and produce a coherent story.

Epstein '83

Personal theory of self and world.

Three principles:

Need to maintain coherence

Conceptual system - unity principle.

Need to maintain a favourable level of self-esteem.

Vuorinen '83, '86

Psyche's ultimate aim is to keep psychic tension as low as possible or constant. Self-defining principle - self-regulation.

KORPELA '89

Environmental self-regulation. Places a means of regulating pleasure/pain balance and one's self esteem.

Swann '83

Stability of self-conceptions by use of signs and symbols.

Choosing appropriate interaction partners and adopting interactions strategies.

Choosing environments that offer support for self-conceptions.

Kaplan '83

Basic process model

Reflection organizes thoughts and feelings

Restorative environments providing coherence



Appendix A (con't)

Proshansky, Fabian and Kaminoff (1983)

| PHYSICAL SETTINGS AS PART OF ANY<br>SOCIALIZATION CONTEXT OF SELF   |
|---|
| Place-identity is an integral part of the self.<br>Connects place with the psychology of personality.<br><br>Subjective sense of self is defined and expressed NOT simply by one's relationship to<br>other people but also one's relationship to the various physical settings that define and<br>structure day-to-day life. |

## THEORIES ON THE HOME

## THEORIES RELATED TO PLACE-IDENTITY

## THEORIES EMPHASIZING A SENSE OF

BELONGING (Tuan, 1980; Relph, 1976; Buttimer, 1980)

## THE HOME AS A PHYSICAL ENTITY

More closely aligned to the concept of house.

Physical unit that defines & delims its space for its members.

Provision of shelter & protection from the outside world.

## THE HOME AS TERRITORY

Place people personalize & defend.

Exercised by fences & edges forming physical boundaries.

Afford protection from outside forces & help people exercise control regarding who enters-controls audiences.

## THEORIES RELATED TO PROSHANSKY'S (1983) EMPHASIS ON THE PHYSICAL WORLD SOCIALIZATION OF THE SELF.

## THE HOME AS A PERSONAL &amp; SOCIAL ENVIRONMENT

Indivisibility of physical, social & personal qualities.

## THEORIES RELATED TO KORPELA'S (1989) ACTIVE SELF-REGULATORY MECHANISMS AND KAPLAN'S (1983) RESTORATIVE ENVIRONMENTS.

## HOMES AS A MEANS OF ACTIVE SELF-REGULATION

Primary adaptive function-primary socialization

Select support of others or withdraw

## HOME AS A LOCUS IN SPACE

The home as a dimension in geographical space.

Home as the centre of one's thinking.

A place from which to structure & explore the world.

## THE HOME AND ITS ROLE IN SOCIAL FACILITATION

Presence of others & relationships with them that contribute to place being called home.

Broader social relationships originate from experiences gained there.

Physical form of the home dictates the type of interrelations.

## THE HOME AND ITS ROLE IN PRIVACY

Regulation of interpersonal interaction, self-other definitional processes, self-identity.

Withdraw psychologically & physically to develop strategies to leave adverse situations.

## THE HOME &amp; SELF-IDENTITY

Archetype/symbol of self

Frontstage - exterior of home = visible self

Backstage - interior = private self.

## THE HOME AND SELF DEVELOPMENT

Development processes central in home.

Environments contribute to social & emotional development.

Divide world into home & non-home.

Influenced by developmental stages.

Appendix C

Edith Cowan University  
Joondalup Campus  
Joondalup WA 6027

Dear

My name is Marie Sadkowski and I am doing a Masters Degree in Psychology at Edith Cowan University. This involves doing research.

The topic I've chosen is titled "Homelessness and Place-Identity" and what I would like to find out is how important places such as the home are, why they are important and how they make people feel better about themselves. The information from this study will hopefully give others a clearer understanding of what you may need in your environment.

I hope this gives you some idea about my research. I have already spoken to others in a similar situation to you and I would be pleased to have an opportunity to meet with you in order to ask you some questions about your current and original home and your feelings about these places.

My survey will be strictly confidential, that is, your privacy will be protected in that your name will not be used in any report nor will \_\_\_\_\_ Accommodation service be identified. I hope that you will agree to participate, but if you choose not to participate, this decision will not affect your current living arrangements in any way. Your right to say "no" will be respected. If you do agree to be involved you do not have to answer any question that you do not want to and you can stop the interview if and when you want.

If you would like to talk to me then please let \_\_\_\_\_  
at \_\_\_\_\_ know before \_\_\_\_\_.

It is not intended for these meetings to take place in your home and therefore other arrangements will need to be made.

Looking forward to meeting you and thanking you for your time in reading my letter.

Regards  
Marie Sadkowski

Appendix D

HOMELESSNESS AND PLACE-IDENTITY  
THE RESTORATIVE NATURE OF THE HOME  
Exploratory Study Interview Schedule

Part 1

1. How old are you? \_\_\_\_\_ Sex: M/F
2. Please tell me about your favourite place as a child.  
\_\_\_\_\_
3. Why was it important to you?  
\_\_\_\_\_
4. When did you go there?  
\_\_\_\_\_
5. What is your favourite place now?  
\_\_\_\_\_
6. Why is it important to you?  
\_\_\_\_\_
7. When do you go there?  
\_\_\_\_\_
8. How old were you when you left your original home? \_\_\_\_\_
9. Can you please describe your original home? \_\_\_\_\_  
\_\_\_\_\_
10. Which part of the house did you like the most? Why?  
\_\_\_\_\_
11. Which part would you have liked to change? Why \_\_\_\_\_  
\_\_\_\_\_

Appendix D (con't).

12. What was the main reason you left your home?

---

13. How did you feel about leaving home?

---

14. Do you still live near this place? \_\_\_\_\_

15. What made you live where you do now? What influenced your choice? \_\_\_\_\_

16. Describe the home which you live in now?

---

17. How can other people tell that this is your place?

---

18. What do you like most about where you are now living?

---

Part 2

Instructions

I will now ask you to compare some qualities in your original and current homes. When the quality is said all you need to do is give a rating (1 = none; 2 = some; 3 = a lot).

| ORIGINAL              |                          | CURRENT               |                          |
|-----------------------|--------------------------|-----------------------|--------------------------|
| Enjoyment             | <input type="checkbox"/> | Enjoyment             | <input type="checkbox"/> |
| Privacy               | <input type="checkbox"/> | Privacy               | <input type="checkbox"/> |
| Togetherness          | <input type="checkbox"/> | Togetherness          | <input type="checkbox"/> |
| Can pour out troubles | <input type="checkbox"/> | Can pour out troubles | <input type="checkbox"/> |
| Colourful rooms       | <input type="checkbox"/> | Colourful rooms       | <input type="checkbox"/> |
| Control over my room  | <input type="checkbox"/> | Control over my room  | <input type="checkbox"/> |

## Appendix D (con't)

Place to go and think

☐

Place to go and think

☐

Peaceful place

☐

Peaceful place

☐

Like the people there

☐

Like the people there

☐

Appendix E

INTRODUCTORY LETTER

**Place-Identity and Homelessness:**

**The Restorative Nature of the Home**

Research to be conducted by Marie Sadkowski

Under the Supervision of Dr Moira O'Connor

Edith Cowan University

Information for Administrative Personnel/Parent/Guardians

This research aims to investigate the importance of places to youth and determine what role the home plays in their lives. Very little is known about how youth interact with places and it is important to consider the needs of homeless and non-homeless youth. Homeless youth have been especially targeted in the belief that knowledge of this area will increase an understanding of:

- their original home environment
- factors leading to homelessness
- how to provide accomodation services to accomodate the needs of youth

This research will hopefully provide a better understanding of how places contribute to self-identity. Your interest in this project is greatly appreciated.

Interviews will take approximate 30 minutes with confidentiality and anonymity assured.

Please indicate your approval of the project by signing below.

Authorized Representative

Researcher

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Appendix E (con't)

Information and Instructions Given to Subjects (Preamble)

My name is Marie Sadkowski. I am doing research on how places affect people, how they make them feel and what purpose they have. Basically what I would like to find out is what might improve living conditions for youth and what they need from a home.

I would like to ask you questions about your contact with places especially the original home, the last one you lived in with your family and your current home.

All questions will be read out and I will write down the responses you give.

Anything we talk about will be strictly confidential, your name will not be recorded on the form or anywhere else. Nor will your current address be revealed.

This research is for study purposes only, you don't have to participate and if you choose not to that decision won't affect your current living arrangements in any way. If you agree to be involved you don't need to answer any question you don't want to and can stop the interview at any time. Please feel free to ask questions if at any time you don't understand what is being said.

I will now read a statement and ask you if you are willing to participate, to please sign using your Christian name only.



Appendix E (con't)

Statement Read Out

I understand the nature of the research explained to me and feel confident that the information from the research will be confidential. I agree to participate, realizing that I may withdraw at any time. Research data may be published provided my name is not used. In order to protect my privacy and to give consent I will sign using my Christian (first) name.

Signature of Participant

\_\_\_\_\_

Researcher

\_\_\_\_\_

Date

\_\_\_\_\_

## Appendix E (con't)

Debriefing Questions

I'd like to ask you some questions about what we've done as it might help me when interviewing others your age.

1. What did you think about the questions asked? Were any confusing? Could any question be changed to make it clearer?
2. Which question did you find the hardest to answer?
3. How did you feel when you were doing the questionnaire?
4. How do you feel now?
5. Do you have any questions you would like to ask me?
6. Thank you for the time you've spent talking to me, the information you have given will be very useful.

## Appendix F

STRUCTURED INTERVIEW SCHEDULE  
FOR  
PLACE-IDENTITY AND HOMELESSNESS

The Restorative Nature of the Home

PART 1:

## 1. GENDER

|      |   |
|------|---|
| Male | 1 |
|------|---|

|        |   |
|--------|---|
| Female | 2 |
|--------|---|

## 2. HOW OLD ARE YOU? (AGE IN YEARS)

|                 |   |
|-----------------|---|
| Younger than 12 | 1 |
|-----------------|---|

|    |   |
|----|---|
| 12 | 2 |
|----|---|

|    |   |
|----|---|
| 13 | 3 |
|----|---|

|    |   |
|----|---|
| 14 | 4 |
|----|---|

|    |   |
|----|---|
| 15 | 5 |
|----|---|

|    |   |
|----|---|
| 16 | 6 |
|----|---|

|    |   |
|----|---|
| 17 | 7 |
|----|---|

|       |   |
|-------|---|
| 18-20 | 8 |
|-------|---|

## 3. TYPE OF RESIDENCE

|               |   |
|---------------|---|
| Non-supported | 1 |
|---------------|---|

|                      |   |
|----------------------|---|
| Supported short-term | 2 |
|----------------------|---|

|                       |   |
|-----------------------|---|
| Supported medium-term | 3 |
|-----------------------|---|

|                     |   |
|---------------------|---|
| Supported long-term | 4 |
|---------------------|---|

## 4. TYPE OF SUPPORT

|                      |   |
|----------------------|---|
| Externally supported | 1 |
|----------------------|---|

|                          |   |
|--------------------------|---|
| Partial internal support | 2 |
|--------------------------|---|

Appendix F (con't)

|                      |   |
|----------------------|---|
| Internally supported | 3 |
| Living with friends  | 4 |
| Living alone         | 5 |
| Living with partner  | 6 |
| Another family       | 7 |
| Relatives            | 8 |

5. HOW LONG HAVE YOU BEEN LIVING WHERE YOU ARE NOW?

|                  |   |
|------------------|---|
| 1-6 days         | 1 |
| 1-3 weeks        | 2 |
| 1-6 months       | 3 |
| 7-11 months      | 4 |
| 1 year           | 5 |
| More than 1 year | 6 |

6. DID YOU HAVE A FAVOURITE PLACE AS A CHILD?

|     |   |
|-----|---|
| No  | 1 |
| Yes | 2 |

\*If No go to Question 9.

7. IF YES, WHAT WAS YOUR FAVOURITE PLACE?

|                   |   |
|-------------------|---|
| Not applicable    | 0 |
| Home              | 1 |
| My room (bedroom) | 2 |
|                   | 3 |
| Garden/backyard   | 4 |
| Another building  | 5 |

## Appendix F (con't)

|                       |   |
|-----------------------|---|
| Environment           | 6 |
| Other (specify) _____ | 7 |
| Tree                  | 8 |
| Near water            | 9 |

## 8. WHAT WAS YOUR MAIN REASON FOR GOING THERE?

## WHY DID YOU GO THERE?

|                       |    |
|-----------------------|----|
| Not applicable        | 0  |
| To be alone           | 1  |
| To be with others     | 2  |
| To escape problems    | 3  |
| To have fun           | 4  |
| To relax              | 5  |
| To get some peace     | 6  |
| To feel valued        | 7  |
| To feel safe          | 8  |
| Don't know            | 9  |
| Other (specify) _____ | 10 |
| Freedom               | 11 |
| Imagination           | 12 |
| Ownership             | 13 |

## 9. DO YOU HAVE A FAVOURITE PLACE NOW?

|     |   |
|-----|---|
| No  | 1 |
| Yes | 2 |

\*If No go to Question 12

Appendix F (con't)

10. IF YES, WHAT IS YOUR FAVOURITE PLACE NOW?

|                                   |   |
|-----------------------------------|---|
| Not applicable                    | 0 |
| House where I am living           | 1 |
| My room (bedroom)                 | 2 |
|                                   | 3 |
| Garden/backyard                   | 4 |
| Another building                  | 5 |
| Somewhere else in the environment | 6 |
| Other (specify) _____             | 7 |
| Tree                              | 8 |
| Near water                        | 9 |

11. WHAT IS YOUR MAIN REASON FOR GOING THERE? WHY  
DO YOU GO THERE?

|                       |    |
|-----------------------|----|
| Not applicable        | 0  |
| To be alone           | 1  |
| To be with others     | 2  |
| To escape problems    | 3  |
| To have fun           | 4  |
| To relax              | 5  |
| To get some peace     | 6  |
| To feel valued        | 7  |
| To feel safe          | 8  |
| Don't know            | 9  |
| Other (specify) _____ | 10 |

## Appendix F (con't)

12. CAN YOU TELL ME WHAT YOUR ORIGINAL HOME, THE  
LAST ONE YOU LIVED IN WITH YOUR  
PARENTS/GUARDIANS, LOOKED LIKE?

|                       |    |
|-----------------------|----|
| Brick                 | 1  |
| Asbestos/weatherboard | 2  |
| Old                   | 3  |
| New/modern            | 4  |
| Non-state housing     | 5  |
| State housing         | 6  |
| Clean                 | 7  |
| Unclean               | 8  |
| Colourful             | 9  |
| Dull                  | 10 |
| Small                 | 11 |
| Big                   | 12 |
| Other (specify) _____ | 13 |
| Average               | 14 |
| Number of bedrooms    | 15 |
| Unit                  | 16 |
| Emotional response    | 17 |

## Appendix F (con't)

## 13. WHICH PART OF YOUR ORIGINAL HOME DID YOU LIKE MOST?

|                       |    |
|-----------------------|----|
| Entire house          | 1  |
| My own room (bedroom) | 2  |
| Dining room           | 3  |
| Garden                | 4  |
| Games rooms           | 5  |
| Another bedroom       | 6  |
| Hallway               | 7  |
| Tree                  | 8  |
| Lounge                | 9  |
| Hidden recesses       | 10 |
| Kitchen               | 11 |
| Garage                | 12 |
| Other _____           | 13 |
| Studio                | 14 |
| Roof                  | 15 |
| Near water            | 16 |

## 14. WHY DID YOU LIKE THAT PART OF YOUR ORIGINAL HOME?

|                         |   |
|-------------------------|---|
| I could be alone        | 1 |
| I could be with others  | 2 |
| I could escape problems | 3 |
| I could have fun        | 4 |



## Appendix F (con't)

|                           |    |
|---------------------------|----|
| I could relax             | 5  |
| I could get some peace    | 6  |
| I felt important/valued   | 7  |
| I felt safe               | 8  |
| I liked the objects there | 9  |
| I liked the look of it    | 10 |
| Freedom                   | 11 |
| Stimulating               | 12 |
| Ownership                 | 13 |
| Pleasant environment      | 14 |
| Enhances self esteem      | 15 |

15. HOW OLD WERE YOU WHEN YOU LEFT YOUR ORIGINAL HOME?

|                 |   |
|-----------------|---|
| Younger than 12 | 1 |
| 12              | 2 |
| 13              | 3 |
| 14              | 4 |
| 15              | 5 |
| 16              | 6 |
| 17              | 7 |
| 18-20           | 8 |

16. WHAT WAS YOUR MAIN REASONS FOR LEAVING YOUR ORIGINAL HOME?

|                     |   |
|---------------------|---|
| Wanted more freedom | 1 |
| Wanted more privacy | 2 |

Appendix F (con't)

|   |    |
|---|----|
| Conflict                                | 3  |
| Family in difficulty financially        | 4  |
| Welfare reasons                         | 5  |
| Wanted to make own decisions            | 6  |
| Wanted to feel valued                   | 7  |
| Didn't live up to parental expectations | 8  |
| Personal reasons                        | 9  |
| Don't know                              | 10 |
| Parents separated/divorced/remarried    | 11 |
| Other (specify) _____                   | 12 |
| Destroyed/damaged home                  | 13 |
| Death in family                         | 14 |
| Move closer to university               | 15 |

17. HOW DID YOU FEEL ABOUT YOUR ORIGINAL HOME  
NOW THAT YOU HAVE LEFT IT?

|                     |   |
|---------------------|---|
| Relieved            | 1 |
| Glad to have left   | 2 |
| Sad/miss it         | 3 |
| Angry               | 4 |
| Helpless            | 5 |
| Independent         | 6 |
| Alone               | 7 |
| Don't feel anything | 8 |

Appendix F (con't)

|                      |    |
|----------------------|----|
| Never think about it | 9  |
| Don't know           | 10 |
| Mixed feelings       | 11 |
| Other _____          | 12 |

18. APPROXIMATELY HOW MANY KILOMETERS DO YOU  
NOW LIVE FROM YOUR ORIGINAL HOME?

|                         |    |
|-------------------------|----|
| 1-10 km                 | 1  |
| 11-20 km                | 2  |
| 21-30 km                | 3  |
| 31-40 km                | 4  |
| 41-50 km                | 5  |
| 51-60 km                | 6  |
| 61-70 km                | 7  |
| 71-80 km                | 8  |
| 81-90 km                | 9  |
| 91-100 km               | 10 |
| More than 100 km        | 11 |
| Eastern States/Overseas | 12 |

19. CAN YOU TELL ME WHAT YOUR CURRENT HOME LOOKS  
LIKE?

|                       |   |
|-----------------------|---|
| Brick                 | 1 |
| Asbestos/weatherboard | 2 |
| Old                   | 3 |
| New/modern            | 4 |
| Non-state housing     | 5 |

Appendix F (con't)

|                       |    |
|-----------------------|----|
| State housing         | 6  |
| Clean                 | 7  |
| Unclean               | 8  |
| Colourful             | 9  |
| Dull                  | 10 |
| Small                 | 11 |
| Big                   | 12 |
| Other (specify) _____ | 13 |
| Average               | 14 |
| Number of bedrooms    | 15 |
| Unit                  | 16 |
| Emotional response    | 17 |
| ?                     | 18 |

20. WHICH PART OF YOUR CURRENT HOME DO YOU LIKE  
MOST?

|                   |    |
|-------------------|----|
| Entire house      | 1  |
| My room (bedroom) | 2  |
| Dining Room       | 3  |
| Garden/backyard   | 4  |
| Games room        | 5  |
| Another bedroom   | 6  |
| Hallway           | 7  |
| Tree              | 8  |
| Lounge            | 9  |
| Hidden recesses   | 10 |

Appendix F (con't)

|                                   |    |
|-----------------------------------|----|
| Kitchen                           | 11 |
| Garage                            | 12 |
| Other                             | 13 |
| Studio                            | 14 |
| Roof                              | 15 |
| Near water (swimming pool, creek) | 16 |

21. WHY DO YOU LIKE THIS PART OF YOUR HOME?

|                           |    |
|---------------------------|----|
| I could be alone          | 1  |
| I could be with others    | 2  |
| I could escape problems   | 3  |
| I could have fun          | 4  |
| I could relax             | 5  |
| I could get some peace    | 6  |
| I felt important/valued   | 7  |
| I felt safe               | 8  |
| I liked the objects there | 9  |
| I liked the look of it    | 10 |
| Freedom                   | 11 |
| Stimulating               | 12 |
| Ownership                 | 13 |
| Pleasant environment      | 14 |
| Enhances self esteem      | 15 |

Appendix F (con't)

22. HOW LONG DO YOU THINK YOU WILL STAY IN YOUR  
CURRENT HOME?

|                  |   |
|------------------|---|
| 1-6 days         | 1 |
| 1 week           | 2 |
| 2-3 weeks        | 3 |
| 1 month          | 4 |
| 2-6 months       | 5 |
| 7-11 months      | 6 |
| 1 year           | 7 |
| More than 1 year | 8 |
| Don't know       | 9 |

23. HOW WILL YOU FEEL WHEN YOU LEAVE YOUR  
CURRENT HOME?

|                      |    |
|----------------------|----|
| Relieved             | 1  |
| Glad to have left    | 2  |
| Sad/miss it          | 3  |
| Angry                | 4  |
| Helpless             | 5  |
| Independent          | 6  |
| Alone                | 7  |
| Don't feel anything  | 8  |
| Never think about it | 9  |
| Don't know           | 10 |
| Mixed feelings       | 11 |
| Other _____          | 12 |

## Appendix F (con't)

## PART 2

I AM GOING TO GIVE YOU A CARD WITH SOME STATEMENTS ON IT AND I AM ALSO GOING TO READ THEM OUT. WHAT I WOULD LIKE YOU TO DO IS TO POINT TO THAT PART OF THE SCALE, ON THE BOTTOM OF THE CARD, THAT BEST FITS WITH FIRSTLY, YOUR ORIGINAL HOME AND THEN, YOUR CURRENT HOME.

SCALE

NOT AT ALL      VERY LITTLE      SOME      QUITE A LOT  
A LOT

NOT AT ALL = 1; VERY LITTLE = 2; SOME = 3;  
QUITE A LOT = 4; A LOT = 5

ORIGINAL      CURRENT

## ENJOYMENT

This place puts me in a happy mood

☐
☐

It is fun to live here

☐
☐

It is a great feeling being here

☐
☐

I feel like I belong here

☐
☐

Others are happy here

☐
☐

## PRIVACY

I can be my myself if and when

I want to be

☐
☐

## Appendix F (con't)

People respect my privacy

☐☐

I have a place to be alone

☐☐

I can do what I want

☐☐

This is a quiet place

☐☐

## SELF-IMAGE

I am well liked and accepted here

☐☐

I feel I am important here

☐☐People here acknowledge my  
good qualities☐☐

I am confident here

☐☐People here make me proud of what  
I can do☐☐

## CONTROL

My place is just the way I want it

☐☐

People come into my place only when I say

☐☐

I make my own decisions

☐☐

I decorate my place the way I want

☐☐

I come and go as I please

☐☐



Appendix F (con't)

TOGETHERNESS

|   |                          |                          |
|---|--------------------------|--------------------------|
| I can be with others if and when I want | <input type="checkbox"/> | <input type="checkbox"/> |
| I get along with others here            | <input type="checkbox"/> | <input type="checkbox"/> |
| We plan and do things together          | <input type="checkbox"/> | <input type="checkbox"/> |
| Everyone cares for each other           | <input type="checkbox"/> | <input type="checkbox"/> |
| People here understand me               | <input type="checkbox"/> | <input type="checkbox"/> |

CLEARING ONE'S MIND

|   |                          |                          |
|---|--------------------------|--------------------------|
| I can share my worries                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Things seem better for me when I am here  | <input type="checkbox"/> | <input type="checkbox"/> |
| If I had a problem coming here would help | <input type="checkbox"/> | <input type="checkbox"/> |
| I can relax here                          | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel safe here                          | <input type="checkbox"/> | <input type="checkbox"/> |

AESTHETICS

|  |                          |                          |
|--|--------------------------|--------------------------|
| My place is colourful                      | <input type="checkbox"/> | <input type="checkbox"/> |
| My place is interesting                    | <input type="checkbox"/> | <input type="checkbox"/> |
| My place has lots of space                 | <input type="checkbox"/> | <input type="checkbox"/> |
| My place is comfortable                    | <input type="checkbox"/> | <input type="checkbox"/> |
| My place has a lot of my own things around | <input type="checkbox"/> | <input type="checkbox"/> |

## Appendix G

### Categories Devised from the Interview Schedule for Analysis Purposes

Responses to the interview schedule were content coded and then grouped into categories prior to analysis. The labels and items are now identified.

#### PART 1

##### Q. 2 Age

A decision was made to utilize a social definition of responsibility (16+) to form 2 age groupings: early (11-15) and late adolescence (16-20).

##### Q.3 Type of Residence

Used to identify the 2 groups (Homeless and non-homeless) and distinguish between those living in short, medium and long term accommodation.

Non-supported

Supported Short Term

Supported Medium Term

Supported Long Term

##### Q.4 Types of Support

Hostel/Welfare Support

Non-Family

Family Unit

external

Friends

Relatives

partial internal

alone

another family

internal

partial

Appendix G (con't)

Q.5 Length of Stay

Grouped in accordance with short, medium and long term as reflected in Q.3

| <u>Short</u> | <u>Medium</u> | <u>Long</u>         |
|--------------|---------------|---------------------|
| 1-6 days     | 2-6 months    | 1 year              |
| 1-3 weeks    | 7-11 months   | more than 1<br>year |

Q.6 Favourite Place as a Child

Yes

No

Q.7 Type of Favourite Place as a Child

| <u>No Favourite Place</u> | <u>Home &amp; Immediate<br/>Surrounds</u> | <u>Away from home<br/>&amp; Surrounds</u>   |
|---------------------------|---|---|
|                           | home                                      | environment (bush/<br>beach, recreation<br>area, another building<br>grandparents, friends<br>house, water (beach,<br>river, creek) |
|                           | bedroom                                   |   |
|                           | hidden                                    |   |
|                           | garden/backyard                           |   |
|                           | tree                                      |   |

Tree and hidden more included in the home and immediate surrounds as the tree in all the 6 cases was in the backyard and hidden areas were in the home (closet, cellar).

Appendix G (Cont')

Q.8 Reasons for Favourite Place as a Child

| <u>Not Applicable</u> | <u>Isolation</u> | <u>Socialization</u> | <u>Protection</u> |
|-----------------------|------------------|----------------------|-------------------|
| (no favourite place)  | To be alone      | to be with           | to escape         |
|                       | to relax         | other, to have       | problems          |
|                       |                  | fun, friendly        | to feel           |
|                       |                  | freedom              | valued            |
|                       |                  | stimulation          | to feel           |
|                       |                  | to find              | safe              |
|                       |                  | biological parent    | to get            |
|                       |                  |                      | some              |
|                       |                  |                      | peace             |

Q.9 Current Favourite Place

Yes  
No

Q.10 Current Favourite Place

Places given were aroused in 2 similar fashions to those in Q.7

| <u>No favourite place</u> | <u>Home &amp; Immediate</u> | <u>Away from home &amp;</u> |
|---------------------------|-----------------------------|-----------------------------|
|                           | <u>surrounds</u>            | <u>surrounds</u>            |
|                           | home                        | environment (bush/          |
|                           | bedroom                     | beach, recreation area      |
|                           | hidden                      | another building            |
|                           | garden/backyard             | (friend's houses/           |
|                           | tree                        | recreation area)            |
|                           |                             | near water (beach,          |
|                           |                             | river, creek)               |

Appendix G (con't)

Q.11 Reasons for Current Favourite Place

| <u>Not applicable</u> | <u>Isolation</u>        | <u>Socialization</u>                                       | <u>Protection</u>   |
|-----------------------|-------------------------|--|---|
| (No favourite place)  | to be alone<br>to relax | to be with others<br>to have fun<br>freedom<br>stimulation | to escape<br>problems<br>to feel safe<br>to feel valued<br>to get some<br>peace |

Q.12 Descriptions of the Original Home

| <u>Descriptive</u>    | <u>Affective</u>            |
|-----------------------|-----------------------------|
| Brick                 | Clean                       |
| Asbestos/weatherboard | Unclean                     |
| Small                 | Colourful                   |
| Big                   | Dull                        |
| Number of rooms       | Average                     |
| Unit/duplex           | Emotive (homely, cosy, Non- |
| State housing         | warm)                       |
| State housing         | Old                         |
|                       | New                         |

Appendix G (con't)

Q.13 Preferred Aspect of Original Home

Contact-

Social Areas

whole house

kitchen

lounge

games

another bedroom

Non-Contact-

Solitary Areas

own room

garage/shed

garden/yard

creek/dam

tree

studio

roof

hidden (closet/cellar/under

bed)

Q.14 Reasons for Preferred Aspects of the Original Home

Reflection

Socialization

Protection

Identification

Alone

be with others

escape

like object there

problems

relax

have fun

feel valued

like look of it

people

feel safe

Q.15 Age Leaving the Original Home

Grouped in a similar way to Q.2 early (11-15) and late adolescence.

Appendix G (con't)

Q.16 Reasons for Leaving the Original Home

Instrumental

wanted more freedom

wanted more privacy

wanted to make own decisions

find out where I came from - find

biological parents

moved close to school/uni

Detrimental

didn't get along with others

family in difficulty financially

welfare reasons

didn't live up to parental

expectations

didn't know

damaged/destroyed house

death of parents

parents separated/divorced/

remarried

Q.17 Feelings Since Leaving Original Home

No feelings

don't feel anything

never think about it

don't know

Positive

relieved

glad to have left

independent

Negative

sad/miss it

angry

helpless

alone

mixed feelings

Q.18 Distance from Original Home

Close Proximity

1-50 kilometers

Can commute easily to

51 - 100 k

Long distance

more than 100 k

eastern states/

overseas

## Appendix G (con't)

Q.19 Descriptions of the Current Home

| <u>Descriptive</u>    | <u>Affective</u>             |
|-----------------------|------------------------------|
| brick                 | clean                        |
| Asbestos/weatherboard | unclean                      |
| small                 | colourful                    |
| big                   | dull                         |
| number of rooms       | average                      |
| unit/duplex           | emotive (homely, cosy, warm) |
|                       | old                          |
|                       | new                          |

Q.20 Preferred Aspects of Current Home

| <u>Contact-</u>     | <u>Non-contact-</u>     |
|---------------------|-------------------------|
| <u>Social Areas</u> | <u>Solitary areas</u>   |
| whole house         | own bedroom             |
| kitchen             | garage/shed             |
| dining              | garden/backyard         |
| lounge              | creek/dam               |
| games               | tree                    |
| another room        | studio                  |
|                     | roof                    |
|                     | hidden (closet, cellar) |



## Appendix G (con't)

Q.21 Reasons for Preferred Aspect of the current Home

| <u>Reflection</u> | <u>Socialization</u>  | <u>Protection</u>              | <u>Identification</u> |
|-------------------|-----------------------|--------------------------------|-----------------------|
| alone             | be with others        | escape<br>problems             | like objects there    |
| relax             | have fun<br>feel safe | feel valued<br>like look of it | peace                 |

Q.22 Length of Stay in Current Home

| <u>Short Term</u> | <u>Medium Term</u> | <u>Long Term</u>     |
|-------------------|--------------------|----------------------|
| 1-6 days          | 1-6 months         | 7 months - more than |
| 2-3 weeks         |                    | 1 year               |

Q.23 Feelings when Leaving the Current Home

| <u>No feelings</u>   | <u>Positive</u>   | <u>Negative</u>                     |
|----------------------|-------------------|-------------------------------------|
| don't feel anything  | relieved          | sad/miss it                         |
| never think about it | glad to have left | angry                               |
| don't know           | independent       | helpless<br>alone<br>mixed feelings |

### Chi-Square Results for Age and Favourite Place as a Child

$$\chi^2 (2, N = 80) = .514, p > .05 \text{ NS}$$

| Groups        | No Favourite place |        | Home/ immediate surrounds |        | Away From Home |        | Row Totals |         |
|---------------|--------------------|--------|---------------------------|--------|----------------|--------|------------|---------|
|               | N                  | %      | N                         | %      | N              | %      | N          | %       |
| Male          | 5                  | (15.2) | 6                         | (18.2) | 22             | (66.7) | 33         | (41.25) |
| Female        | 7                  | (14.9) | 17                        | (36.2) | 23             | (48.9) | 47         | (58.75) |
| Column Totals | 12                 | (15)   | 23                        | (28.8) | 45             | (56.3) | 80         | (100)   |

$$\chi^2 (2, N = 80) = 3.27, p > .05 \text{ NS}$$

Appendix I

Chi-Square Results for Age and Current Favourite Place

| Groups        | No Favourite place |        | Home/ immediate surrounds |        | Away From Home |        | Row Totals |         |
|---------------|--------------------|--------|---------------------------|--------|----------------|--------|------------|---------|
|               | N                  | %      | N                         | %      | N              | %      | N          | %       |
| 11-15         | 4                  | (23.5) | 5                         | (29.4) | 8              | (47.1) | 17         | (21.25) |
| 16-20         | 11                 | (17.5) | 20                        | (31.7) | 32             | (50.8) | 63         | (78.75) |
| Column Totals | 15                 | (18.8) | 25                        | (31.3) | 40             | (50)   | 80         | (100)   |

$$X^2 (2, N = 80) = .324, p > .05 \text{ NS}$$

Chi-Square Results for Gender and Current Favourite Place

| Groups        | No Favourite place |        | Home/ immediate surrounds |        | Away From Home |        | Row Totals |         |
|---------------|--------------------|--------|---------------------------|--------|----------------|--------|------------|---------|
|               | N                  | %      | N                         | %      | N              | %      | N          | %       |
| Male          | 8                  | (24.2) | 10                        | (30.3) | 15             | (45.5) | 33         | (41.25) |
| Female        | 7                  | (14.9) | 15                        | (31.9) | 25             | (53.2) | 47         | (58.75) |
| Column Totals | 15                 | (18.8) | 25                        | (31.3) | 40             | (50)   | 80         | (100)   |

$$X^2 (2, N = 80) = 1.15, p > .05 \text{ NS}$$

Appendix J

Chi-Square Results for Age and Preferred Aspect of Original Home

| Groups           | Contact<br>Social Areas |        | Non-Contact<br>Solitary Areas |        | Row Totals |         |
|------------------|-------------------------|--------|-------------------------------|--------|------------|---------|
|                  | N                       | %      | N                             | %      | N          | %       |
| 11-15            | 9                       | (52.9) | 8                             | (47.1) | 17         | (21.25) |
| 16-20            | 35                      | (55.6) | 28                            | (44.4) | 63         | (78.75) |
| Column<br>Totals | 44                      | (55)   | 36                            | (45)   | 80         | (100)   |

$$X^2 (1, N = 80) = .037, p > .05$$

Chi-Square Results for Gender and Preferred Aspect of Original Home

| Groups           | Contact<br>Social Areas |        | Non-Contact<br>Solitary Areas |        | Row Totals |         |
|------------------|-------------------------|--------|-------------------------------|--------|------------|---------|
|                  | N                       | %      | N                             | %      | N          | %       |
| Male             | 16                      | (48.5) | 17                            | (51.5) | 33         | (41.25) |
| Female           | 28                      | (59.6) | 19                            | (40.4) | 47         | (58.75) |
| Column<br>Totals | 44                      | (55)   | 36                            | (45)   | 80         | (100)   |

$$X^2 (1, N = 80) = .963, p > .05$$

Appendix K

Chi-Square Results for Age and Preferred Aspect of the Current Home

| Groups           | Contact<br>Social Areas |        | Non-Contact<br>Solitary Areas |        | Row Totals |         |
|------------------|-------------------------|--------|-------------------------------|--------|------------|---------|
|                  | N                       | %      | N                             | %      | N          | %       |
| 11-15            | 9                       | (52.9) | 8                             | (47.1) | 17         | (21.25) |
| 16-20            | 37                      | (58.7) | 26                            | (41.3) | 63         | (78.75) |
| Column<br>Totals | 46                      | (57.5) | 34                            | (42.5) | 80         | (100)   |

$$X^2 (1, N = 80) = .184, p > .05$$

Chi-Square Results for Gender and Preferred Aspect of the Current Home

| Groups           | Contact<br>Social Areas |        | Non-Contact<br>Solitary Areas |        | Row Totals |         |
|------------------|-------------------------|--------|-------------------------------|--------|------------|---------|
|                  | N                       | %      | N                             | %      | N          | %       |
| Male             | 20                      | (60.6) | 13                            | (39.4) | 33         | (41.25) |
| Female           | 26                      | (55.3) | 21                            | (44.7) | 47         | (58.75) |
| Column<br>Totals | 46                      | (57.5) | 34                            | (42.5) | 80         | (100)   |

$$X^2 (1, N = 80) = .222, p > .05$$

Appendix L

Chi-Square Results for Gender and Reason for Favourite Place as a Child

| Groups       | NA |        | Reflect |        | Social. |        | Protect |        | Row totals |         |
|--------------|----|--------|---------|--------|---------|--------|---------|--------|------------|---------|
|              | N  | %      | N       | %      | N       | %      | N       | %      | N          | \$      |
| Male         | 5  | (15.2) | 9       | (27.3) | 13      | (39.4) | 6       | (18.2) | 33         | (41.25) |
| Female       | 7  | (14.9) | 15      | (31.9) | 16      | (34)   | 9       | (19.1) | 47         | (58.75) |
| Column Total | 12 | (15)   | 24      | (30)   | 29      | (36.3) | 15      | (18.8) | 80         | (100)   |

$$\chi^2 (3, N = 80) = 3.90, p > .05$$

Appendix M

Chi-Square Results for Age and Reasons for Current Favourite Place

| Groups        | NA |        | Reflect |        | Social. |        | Protect |        | Row totals |         |
|---------------|----|--------|---------|--------|---------|--------|---------|--------|------------|---------|
|               | N  | %      | N       | %      | N       | %      | N       | %      | N          | \$      |
| 11-15         | 4  | (28.5) | 3       | (17.6) | 7       | (41.2) | 3       | (17.6) | 17         | (21.25) |
| 16-20         | 11 | (17.5) | 24      | (38.1) | 24      | (38.1) | 4       | (63.5) | 63         | (78.75) |
| Column Totals | 15 | (18.8) | 27      | (33.8) | 31      | (28.8) | 7       | (8.75) | 80         | (100)   |

$$X^2 (3, N = 80) = 3.90, p > .05$$

Chi-Square Results for Gender and Reason for Current Favourite Place

| Groups       | NA |        | Reflect |        | Social. |        | Protect |        | Row totals |         |
|--------------|----|--------|---------|--------|---------|--------|---------|--------|------------|---------|
|              | N  | %      | N       | %      | N       | %      | N       | %      | N          | \$      |
| Male         | 8  | (24.2) | 8       | (24.2) | 15      | (45.5) | 2       | (6.06) | 33         | (71.25) |
| Female       | 7  | (14.9) | 19      | (40.4) | 16      | (34)   | 5       | (10.6) | 47         | (58.75) |
| Column Total | 15 | (18.8) | 27      | (33.8) | 31      | (38.8) | 7       | (8.75) | 80         | (100)   |

$$X^2 (3, N = 80) = 3.52, p > .05$$

Appendix N

Appendix N

Chi-Square Results for Age and Reason for Preferred Aspect of the Original Home

| Group         | Reflect |        | Social |        | Protect |        | Isol. |        | Row total |         |
|---------------|---------|--------|--------|--------|---------|--------|-------|--------|-----------|---------|
|               | N       | %      | N      | %      | N       | %      | N     | %      | N         | %       |
| 11-15         | 7       | (41.2) | 4      | (23.5) | 4       | (23.5) | 2     | (11.8) | 17        | (21.25) |
| 16-20         | 25      | (39.7) | 16     | (25.4) | 8       | (12.7) | 14    | (22.2) | 63        | (78.75) |
| Column Totals | 32      | (40)   | 20     | (25)   | 12      | (15)   | 16    | (20)   | 80        | (100)   |

$$X^2 (3, N = 80) = 1.80, p > .05$$

Chi-Square Results for Gender and Reason for Preferred Aspect of the Original Home

| Group         | Reflect |        | Social |        | Protect |        | Isol. |        | Row total |         |
|---------------|---------|--------|--------|--------|---------|--------|-------|--------|-----------|---------|
|               | N       | %      | N      | %      | N       | %      | N     | %      | N         | %       |
| Male          | 11      | (33.3) | 9      | (27.3) | 5       | (15.2) | 8     | (24.2) | 33        | (41.25) |
| Female        | 21      | (44.7) | 11     | (23.4) | 7       | (14.9) | 8     | (17)   | 47        | (58.75) |
| Column Totals | 32      | (40)   | 20     | (25)   | 12      | (15)   | 16    | (20)   | 80        | (100)   |

$$X^2 (3, N = 80) = 1.25, p > .05$$



Appendix O

Chi-Square Results for Gender and Reason for Preferred Aspect of the Current Home

| Group        | Reflect |        | Social |        | Protect |        | Isol. |        | Row total |         |
|--------------|---------|--------|--------|--------|---------|--------|-------|--------|-----------|---------|
|              | N       | %      | N      | %      | N       | %      | N     | %      | N         | %       |
| Male         | 9       | (27.3) | 17     | (51.5) | 2       | (20.6) | 5     | (15.2) | 33        | (41.25) |
| Female       | 14      | (29.8) | 20     | (42.6) | 8       | (17)   | 5     | (10.6) | 47        | (58.75) |
| Column Total | 23      | (28.8) | 37     | (46.3) | 10      | (12.5) | 10    | (12.5) | 80        | (100)   |

$$X^2 (3, N = 80) = 1.75, p > .05$$